

Feb 19th, 2024



School of Business

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MKTG 303 Ko1 – Principles of Marketing

Professor: Leo Jung, Ph. D.

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Class Time & Location: Monday/Wednesday 09:00a.m. ~ 10:15a.m., G302 (ALC)

Office Location: G628, GMU Korea Building

Office Hours: By Appointment, Monday 12:00p.m. ~ 13:00p.m.

Course Description

MKTG 303 Ko1 examines marketing principles and practices for analyzing, creating, delivering, capturing, and communicating value to customers. Focuses on managing customer relationships using market-driven strategies, particularly segmentation, targeting, and positioning. The role of customer satisfaction in achieving organizational objectives and ethical decision making in a global economy are also emphasized.

This course relies upon lectures and marketing case discussions. During the case discussions students will assume instructors, and will facilitate discussions. The learning from the assigned term project named 'Your Marketing Plan' will give students weapons that practical marketing managers may need.

Undergraduate Program Learning Goals

- Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
- Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
- Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.
- Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
- Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
- Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

MKTG 303 Ko1 Course Objectives

The objectives of this course are to

- Introduce students to the terminology, functions, institutions and philosophy of marketing and market-driven decision-making, with emphasis on the role of technology.
- Span the contexts of product marketing, service marketing and idea marketing both for profit and non-profit organizations, in a variety of settings, especially global competition.
- Build marketing application skills by examining the practices of real-world organizations.
- Develop marketing application abilities through the development of a self-created rudimentary marketing plan.
- Explore careers available to marketing majors. Go to this website for additional information: <http://www.careers-in-marketing.com/>

The attainment of these objectives will be regularly evaluated and discussed throughout the semester. Assignments and exams are strategically designed to assess the progress toward achieving the course objectives.

MKTG 303 Ko1 Student Learning Outcomes

After completion of this course, students can:

1. Describe the meaning of the basic marketing terminology.
2. Establish a marketing strategy based on the understanding of strategic marketing planning processes.
3. Describe competitive, economic, political, legal, regulatory, technological, and sociological forces in the marketing environment.
4. Select target markets and design the marketing mixes to satisfy needs of customers in the target markets.
5. Segment consumer markets by utilizing segmentation variables such as demographic variables, geographic variables, psychographic variables, and behavioristic variables.

I will manage this course utilizing experiential and action learning approaches (e.g., case discussions, role-playing, group dynamics, and the flipped classes) in addition to the traditional lecture-based teaching method.

Course Materials

1. Textbook (e-Book or physical book): **Grewal and Levy: *Marketing*, 7th Edition**; McGraw-Hill Education. Materials from this book will be particularly helpful for those students who want to obtain additional learning on some course topics.

2. Guide for class activities and relevant articles: I have created a course on the MKTG 303 Ko1 Blackboard where you can download and print most of the course materials.
3. Materials for case discussions will be uploaded on the course Blackboard.

Evaluation

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Suitable evaluations of your performance during the semester are essential to intensify your learning, and ensure high quality educational programs. The Leo's Learning Triangle for the higher education consists of lectures, case discussions, quizzes, midterm and final exams, and role-playing activities which assume real marketing situations. Lectures supply you the basic theories, terminologies, and perspectives for the principles of marketing. To support the learning triangle, I have designed case discussions as cornerstones of the learning process. The case discussions will provide you second-hand experiential learning opportunities. During the case discussions, you will have insights how to apply the marketing theories in the real-world problem solving.

Case discussions (140 points).

The action-learning nature of this course requires your proactive participation and willingness to share your insight with other students. I will consider your effective comments in the case discussions as a measure for the proactive participation. I will adopt **flipped classes** for the case discussions. I will divide this class into small discussion groups, if needed. A facilitator will be designated for each case discussion group in advance. As an assumed instructor for the case discussions, the facilitator should prepare her or his instruction plan for managing the case discussion. The mission of facilitators is to induce active participation of students in his or her discussion group. So, the role of a facilitator as an assumed instructor is very important to derive meaningful results from case discussions. I will give facilitators excellent individual points if they meet some requirements. I will post evaluation results of the case discussions on the MKTG 303 Ko1 Blackboard regularly.

Score	Evaluation Criteria for Case discussions
140	Excellent: Constructively participates in the case discussions; consistently demonstrates insight by making statements that add value to the case discussions. The number of quality adjusted comments for this criterion will be guided in the class.
120	Good: Effectively participates in the case discussions. The quality adjusted number of comments for good points will be informed to students in advance.
100	Normal: Normally participates in the case discussions. The numbers of participation for normal points will be informed to students in advance.
80	Poor: Occasionally be unengaged in the specific case discussions; is disruptive and distracting in the discussions. The quality adjusted number of comments for poor score will be informed to students in advance.
0	Fail: Is unengaged or fails to participate in the specific case discussions. The student does not attend the case discussions.

(Remark: The point for a case discussion will be calculated by total number of cases)

Facilitators of each group should upload their instruction plans before their designated case discussion date. The due date for instruction plans is described in the course schedule. Other students in the discussion groups should prepare their answers about questions of their facilitators in advance. Bring the textbook and your notes about cases to the case discussions for ensuring active participations.

The Self-Testing Quizzes (50 points).

Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. After lectures, I will upload the quizzes for the previous lectures in Assignments section of MKTG 303 K01 Blackboard as a homework. You can take the quizzes by yourself several times till you get the perfect score for the quizzes.

Attendance for lectures (110 points).

Lectures are basis for your understanding about principles of marketing. Lectures also give you weapons for solving real-world marketing issues. I will give assigned points to students who participate lecture classes on time. If you are late for the F2F (Face to Face) classes, I will deduct some points. If you are ill, or quarantined, contact me before the specific class. I will give you alternative ways to make up missed lecture classes. Details will be discussed in the class.

Mid-Term (200 points) and Final Examination (200 points).

Exams will consist of multiple-choice questions, fill-in-the-blank questions, and essay-type questions. The exams will cover the contents discussed in the lectures, case discussions, and materials provided in the classes. The exams can be taken in the F2F classes using Respondus Lockdown Browser.

Your Marketing Plan (300 points)

Each student will create a written marketing plan (PPT file), and provide presentations to the class about the marketing plan. This assignment is specifically designed to make you familiar with real-world marketing tasks. You may select your familial brand (products) or create new brand (products). For the evaluation of your plan, I will design the special evaluation process which utilizes a shadow investment round which mimics real marketing IR (Investment Relations) activities. Details will be guided during the class.

How to select a brand for your marketing plan

Here is a checklist for selecting an incumbent brand for your marketing plan:

- Does the brand represent something that will advance your professional interests?
- Will you be able to obtain existing sources of information about the brand?
 - ✓ Industry data, such as age, size, growth, competitors and regulatory oversight.
 - ✓ Brand data, such as sales, market share, and growth
 - ✓ Customer data, such as reasons they select the brand, reasons they reject the brand, customer satisfaction for the brand, and frequency of purchase,
 - ✓ Experience data, such as trying or using the brand, interviewing managers and staff of the brand

Guidelines for your marketing plan

This section briefly describes each of the elements of the marketing plan:

Cover Page

This part shows title of the presentation, presentation dates, and the name of a student.

Executive Summary

This part shows essence of the entire marketing plan. The executive summary essentially tells the reader why he or she is reading this marketing plan. It may suggest possible actions to take in response to the information the plan contains.

Company Overview

This section provides a brief description of the company you assumed working as a marketer. It can be real company, or fictitious company which you set up. This section includes perhaps the company's mission statements, background, and competitive advantage.

Marketing Objectives/Goals

This section offers more specifics such as market share target, sales revenue/volume target, and customer acquisition target. You may describe what does the company want to achieve with this particular marketing plan.

Situation (SWOT) Analysis

A situation analysis generally relies on SWOT considerations. Describe assessment of the organization's strength, weakness, opportunities, and threats

STP (Segmentation, Targeting and Positioning) Strategies

The analysis proceeds by assessing the market in which the company functions, the products it currently offers or plans to offer in the future, and the characteristics of current or potential customer. Specifications of the company's target market and segmentation strategy. This is one of most important parts for your marketing plan. Choose suitable segmentation variables, and divide your overall customers based on the segmentation variables. You may decide targeting strategy after segmenting your customers, and choose your target market. Positioning of your products or brand in your customer's mind will be appeared here.

Marketing (4P) Strategies

Outline of how the company will serve its segmented and targeted customers based on Products, Price, Place, and Promotion decisions. The marketing strategy should be very specific, especially if the plan pertains to a stable product in a familiar market. The strategies may be somewhat open, if a firm plans to enter a new market with an innovative product.

Financial Projections

On the basis of the knowledge already obtained, the marketing plan should provide possible development and returns on the marketing investments outlined in the marketing (4P) strategy.

Implementation Plans

Outline of how the company will implement its marketing strategies. This portion of the marketing plan includes marketing organization which will implement the marketing plan, the time table for implementing *4P strategies*.

Evaluation and Control Metrics

The firm must have a means of assessing the marketing plan's recommendations; the marketing plan therefore must indicate the methods for undertaking this assessment, whether quantitatively or qualitatively, i.e., explanation of how the company will evaluate the performance of the implemented marketing plan. You may set some key performance indices for the upcoming years after implementing your marketing plan.

Conclusion

In this section, students can emphasize un-touched assertions and generate the value of your marketing plan as a punch line for the audience (instructor and students in the class).

Two Presentations in the Investment Rounds

Students have two opportunities of selling their marketing plans to investors (students and the instructor) in the investment rounds. Students are assumed as retail investors, and the instructor will be an institutional investor. The presentation will be held in the F2F classes, or held virtually in the online classes, if needed.

Presentation 1: STP (Segmenting, Targeting, and Positioning) strategies

The first presentation titled 'STP strategies' shall encompass company overview, marketing objectives/goals, situational (SWOT) analysis, and STP strategies. The STP strategies are essential components of your marketing plan. I will give students some comments after presentations to support their final marketing plans, if needed. I will not evaluate this presentation.

Presentation 2: Your Marketing Plan

The final presentation titled 'Your Marketing Plan' shall encompass executive summary, the core of STP strategies again, marketing (4P) strategies, financial projections, implementation plan, evaluation and control metrics, and conclusion. I will grade your whole marketing plan based on the final presentation of your marketing plan. Students will invest their virtual money to other students' marketing plans. This role-playing will give students the chance to understand decisions of real-world marketers. Details will be guided in the class. Your marketing plan will be evaluated based on the quality of your plan and the ranking of the money which you receive in the investment rounds from the institutional investor (instructor).

Writing Assignments for Your Marketing Plan

Even though grading is determined based on the investment amount in the presentation, I strongly recommend you to create a written marketing plan which explains your marketing plan. It will help you to elaborate the marketing plans, and support you during your presentation. I will give you more credits, if you upload your written marketing plan (MS Word). I will guide details about your writing assignments.

Grading

I take grading seriously and I assign grades with care and thought. In general, the more proactive you are in dealing with your coursework, the less of a likelihood there will be of a grade “problem” or surprise. Attendance with active participation in the case discussions is critical to the overall performance.

Grading weights for class activities

Attendance for Lectures – 11%, Quizzes – 5%, Case Discussions – 14%, Midterm Exams – 20%, Final Exams – 20%, Your Marketing Plan – 30%,

Grading Scale:

Letter	Grade Scale
A+	970~1000
A	940~969
A-	900~939
B+	870~899
B	840~869
B-	800~839
C+	770~799
C	700~769
D	600~699
F	Below 599

Appointments and E-Mail

I strongly urge you to contact me to ask questions, clarify assignments, or obtain additional help via online or face to face meeting. It is best to contact me via **e-mail** to ask a question or to make an in-person appointment.

Electronic Devices

Cell phones, laptops, tablets, etc. must remain on silence during the in-person lecture class. Use of electronic devices during the class is allowed for checking materials in the course Blackboard, and using comment files in the case discussion etc. Use of them during lecture or class exercises should not give impact negatively to other students and the instructor. The computer will be used for the facilitators who evaluate participation of group member students.

Lateness, Absences, and Make-up Exams

Lateness: Lateness is disruptive and disrespectful to both me and to your fellow students. Every effort should be made to be in class on time and ready for the topics of the day.

Late Work: Assignments delivered late will be penalized 10% for each day missed, if it is not articulated differently in the class.

Absences: If you miss a class, I strongly suggest that you also ask a classmate for his/her notes, as it is likely that key points will be brought up in classes and may not be captured on the other method.

Make-up Exams: Make-up examinations will not be given unless a student has a university-validated excuses. You should notice your official excuses **in advance** of the examination.

Disability Accommodations

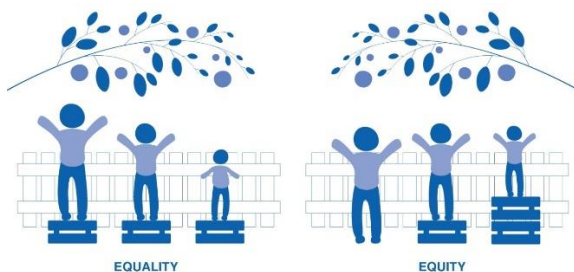
Disability Services at Mason Korea is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <https://masonkorea.gmu.edu/resources-and-services/disability-services> for detailed information about the Disability Services. Then please discuss your approved accommodations with me.

DEI (Diversity, Equity and Inclusion)

Mason Korea, an intentionally inclusive community, promotes and maintains an equitable and inclusive learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Diversity, equity, and inclusion are three different yet related concepts. Diversity refers to the practice of including or involving persons with various group identities (e.g., race, ethnicity, gender) within a workplace or class. Although the terms equality and equity have been used interchangeably by some, the terms have different meanings. Consider figure below. The equality image shows three people who each have the same opportunity to view what is over the fence and are provided with one crate to view it. However, even with the crate the fence is a barrier to the one individual who is not tall enough to see over the fence. While this is equality, since all were provided an opportunity to see what is over the fence and stand on a crate to do so, it is not an equitable opportunity.

Figure: Equality vs. Equity



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Community Standards of Behavior

High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice? Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following MKTG 303 Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Academic Integrity & Title IX

It is expected that students adhere to *the George Mason University Honor Code* as it relates to integrity regarding coursework and grades. *The Honor Code* reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this *Honor Code*: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” More information about *the Honor Code*, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website at <http://masonkorea.gmu.edu/mkaa/cai>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

Course Schedule

Please note that the schedule and class formats (face to face, online, and hybrid) are subject to change. Due date means assignments should be completed till 11:59p.m. (KST) on a specific day. Adjustments will be discussed throughout the semester.

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 1 (Feb 19)	Syllabus Review (Presentation: Instructor)	Reading: Syllabus	Feb 20
Week 1 (Feb 21)	Policy for Course Management (Presentation: Instructor)	Reading: Textbook Chapter 1	Feb 25
Week 2 (Feb 26)	Overview of Marketing (Lecture 01: Chapter 1)	Reading: Textbook Chapter 2	Feb 27
Week 2 (Feb 28)	Developing Marketing Strategies and a Marketing Plan (Lecture 02: Chapter 2)	• Facilitators of Case 01, 02: Upload their instruction plans	Mar 2
		• Other students: Prepare case discussions with their facilitators' instruction plans	Mar 5
		• Reading: Textbook Chapter 3	Mar 3
Week 3 (Mar 4)	Digital Marketing (Lecture 03: Chapter 3)	• Prepares Discussions for Case 01 and 02	Mar 5
Week 3 (Mar 6)	Discussions for Case 01, 02 • Case 01: KIND Bars for a Kinder World - Chapter 1 Case • Case 02: The Coffee Wars - Chapter 2 Case (Facilitator: students)	• Facilitators of Case 03, 04: Upload their instruction plans	Mar 9
		• Other students: Prepare case discussions with their facilitators' instruction plans	Mar 12
		• Required reading: Textbook Chapter 4, 5	Mar 10
		• Quiz 1 for Chapter 1~3	Mar 9
Week 4 (Mar 11)	Conscious Marketing / Analyzing the Marketing Environment (Lecture 04: Chapter 4, 5)	• Prepare Discussions for Case 03, 04	Mar 12
Week 4 (Mar 13)	Discussion for Case 03, 04 • Case 03: Images, Sales, Brands - Chapter 3 Case • Case 04: DAILY TABLE - Chapter 4 Case (Facilitator: Students)	• Facilitators of Case 05, 06: Upload their instruction plans	Mar 16
		• Other students: Prepare case discussions with their facilitators' instruction plans	Mar 19
		• Required reading: Textbook Chapter 6, 7	Mar 17
Week 5 (Mar 18)	Consumer Behavior / Business-To-Business Marketing (Lecture 05: Chapter 6, 7)	• Prepare Discussions for Case 05, 06	Mar 19

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 5 (Mar 20)	Discussion for Case 05, 06 • Case 05: The rise of the Electric Car - Chapter 5 Case • Case 06: Battle of Titans - Chapter 6 Case (Facilitator: Students)	Reading: Textbook Chapter 8, 9	Mar 24
Week 6 (Mar 25)	Global Marketing / Segmentation, Targeting, and Positioning (Lecture 06: Chapter 8, 9)	• Quiz 2 for Chapter 4~9	Mar 28
Week 6 (Mar 27)	How to design Your Marketing Plan (Facilitator: Instructor)	• Develop STP Strategies of Your Marketing Plan • Prepare Mid-term Exam (Study Chapter 1~9)	Apr 1 Mar 30
Week 7 (Apr 1)	Mid-term Exam (F2F test in the classroom)	• Complete STP Strategies of Your Marketing • Prepare presentation for STP Strategies of Your Marketing (Day 1 students)	Apr 1 Apr 2
Week 7 (Apr 3)	STP Strategies of Your Marketing Plan (Day 1) (Presentation: Students)	• Prepare presentation for STP Strategies of Your Marketing (Day 2 students)	Apr 14
Week 8 (Apr 8)	Spring Recess (no classes)	• Prepare presentation for STP Strategies of Your Marketing (Day 2 students)	Apr 14
Week 8 (Apr 10)	National Assembly Election (no classes)	• Prepare presentation for STP Strategies of Your Marketing (Day 2 students)	Apr 14
Week 9 (Apr 15)	STP Strategies of Your Marketing Plan (Day 2) (Presentation: Students)	• Prepare presentation for STP Strategies of Your Marketing (Day 3 students)	Apr 16
Week 9 (Apr 17)	STP Strategies of Your Marketing Plan (Day 3) (Presentation: Students)	• Ideation for Your Marketing Plan	
Week 10 (Apr 22)	Guide for creating Your Marketing Plan (Instructor: Deliver Guide)	Reading: Textbook Chapter 10, 11	Apr 23
Week 10 (Apr 24)	Marketing Research / Product, Branding, and Packaging Decisions (Lecture 07: Chapter 10, 11)	Reading: Textbook Chapter 12, 13	Apr 28
Week 11 (Apr 29)	Developing New Product / Services: The Intangible Product (Lecture 08: Chapter 12, 13)	• Reading: Textbook Chapter 14, 15 • Quiz 3 for Chapter 10~12	Apr 29 May 2

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 11 (Apr 30)	Pricing Concepts for Capturing Value / Strategic Pricing Methods and Tactics (Lecture 09: Chapter 14, 15)	<ul style="list-style-type: none"> • Quiz 4 for Chapter 13~15 • Develop Your Marketing Plan (Product and Promotion) 	May 3
Week 11 (May 1)	Labor Day (no classes)	<ul style="list-style-type: none"> • Develop Your Marketing Plan 	May 8
Week 12 (May 6)	Children's Day – Alternative Holiday (no classes)	<ul style="list-style-type: none"> • Develop Your Marketing 	May 8
Week 12 (May 8)	Create Your Marketing Plan I - Self Study (Creator: Students)	Reading: Textbook Chapter 16, 17	Nov 12
Week 13 (May 13)	Supply Chain and Channel Management / Retailing and Omnichannel Marketing (Lecture 10: Chapter 16, 17)	Reading: Textbook Chapter 18	May 15
Week 13 (May 15)	Buddha's Birthday (no classes)	<ul style="list-style-type: none"> • Reading Textbook Chapter 18 • Prepare Mid-term Exam (Study Chapter 1~9) 	May 15
Week 13 (May 16)	IMC (Integrated Marketing Communications) (Lecture 11: Chapter 18)	Reading: Textbook Chapter 19, 20	May 19
Week 14 (May 20)	Advertising, PR, and Sales Promotion / Personal Selling (Lecture 12: Chapter 19, 20)	<ul style="list-style-type: none"> • Quiz 5 for Chapter 16~20 • Develop Your Marketing Plan (Place and Promotion) 	May 23
Week 14 (May 22)	Create Your Marketing Plan II - Self Study (Creator: Students)	<ul style="list-style-type: none"> • Complete Your Marketing Plan • Prepare presentation for Your Marketing Plan (Day 1 Students) 	May 23 May 26
Week 15 (May 27)	Investment Round for Your Marketing Plan - Day 1 (Presenter: Students)	<ul style="list-style-type: none"> • Upload your investment sheet (Day 1 Students) • Prepare presentation for Your Marketing Plan (Day 2 Students) 	May 28 May 28
Week 15 (May 29)	Investment Round for Your Marketing Plan - Day 2 (Presenter: Students)	<ul style="list-style-type: none"> • Upload your investment sheet (Day 2 Students) • Prepare presentation for Your Marketing Plan (Day 3 Students) 	May 30 Jun 2
Week 16 (Jun 3)	Investment Round for Your Marketing Plan - Day 3 (Presenter: Students)	<ul style="list-style-type: none"> • Upload your investment sheet (Day 3 Students) • Prepare Final Exam: Study Chapter 10~20 	Jun 4
Week 16 (Jun 5)	Reading Day (no classes)	<ul style="list-style-type: none"> • Prepare Final Exam: Study Chapter 10~20 	
Week 17 (Jun 12)	Final Exam (F2F test in the classroom)		
Week 17 (Jun 15)	Grades Conferral (Preparation: Instructor)		