



## Boston University Study Abroad London

### British and European Marketing Strategy COM CM 521 (*Core course*)

#### Instructor Information

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B. Day and Time	Wednesday and Thursday, 9.00am to 1.00pm
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#### Course Description

This course introduces students to the strategic marketing concepts, tools and frameworks that underly consumer marketing strategies and that impact their everyday personal product, service and brand selections. It will enable them to analyse and assess the marketing strategies of companies operating in British and European markets that face increased global competition as well as increasingly demanding consumers and fast evolving technologies. Students will examine the macro environment and its impact on marketing strategy.

1. **BU Hub Learning Outcomes** Students will identify and apply major concepts used in the social sciences including macro-level factors that impact on consumer buying behaviour. Focusing on British and European markets, they will assess concepts including the economic and political environments, social class, cultural norms, individual values and attitudes, reference groups and technological trends, to better understand how marketing strategy is developed and its role in influencing an individual's decision making and buying behaviour when purchasing goods and services. (**Learning Outcome Social Inquiry I**).
2. Students will be able to craft and deliver a responsible, learner-centred seminar for their peers that demonstrate the Learning Outcomes and specific Course Objectives using a range of media and modes of expression to engage fellow learners. *See syllabus for seminar briefings.* (**Learning Outcome 1 Oral and/or Signed Communication**).
3. Students will demonstrate an understanding throughout their learner-centred seminars that through delivering responsible, considered and well-structured arguments they will generate class interaction and discussion in which they respond thoughtfully and knowledgeably to their peers. (**Learning Outcome 2 Oral and/or Signed Communication**).
4. Students will also address Learning Outcome 1 and the Additional Course Objectives within this learning outcome (Learning Outcome 3 Oral and/or Signed Communication). through:
  - In-class activities such as individual problem solving, syndicate work, group discussions, case-study analysis, and question and answer sessions
  - Field trips
  - Facilitation of a learner-centred seminar
  - Interactions with guest lecturers

so that they are interacting comfortably with diverse audiences. (*Learning Outcome 3 Oral and/or Signed Communication*).

### **Additional Course Learning Objectives**

On completion of this programme, students will be able to:

1. Assess the role of the strategic marketing planning process in a range of marketing contexts
2. Evaluate the interconnectivity between corporate, business and marketing objectives and consider the impact of the external marketing environment and the organisation's resources on their development and achievement
3. Conduct a marketing audit that includes a detailed assessment of the external macro and micro environments, and the internal marketing environment
4. Use the findings of the marketing audit to inform a strategic approach to market with appropriate appraisal and application of strategic marketing tools
5. Examine segmentation approaches in a range of contexts and develop effective segmentation, targeting and positioning strategies
6. Assess approaches to market and the impact on marketing mix strategy
7. Explain the importance of relationship marketing in relation to achieving competitive advantage

### **How To Succeed**

You are expected to participate in class activities, to ask questions and to contribute to class discussions. You should keep up-to-date with the reading for each session and be prepared to share your learning in class. It's useful to follow directions and to ensure that you understand the assessment requirements as well as submitting each assessment on time. During class, adding notes to the supplied slides and case studies will help you to better understand each area of the syllabus. These notes will aid study and exam preparation too.

### **Assessment**

There are four assessments that contribute to your final grade:

1. Assessment quiz **(15%)**: The quiz will be issued during class and you will be expected to complete it by 5pm on the Session 4 field trip: Great British Retailers.
2. Examination **(45%)**: Times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.
3. Group seminar **(35%)**: You will also facilitate a seminar. The seminar titles and requirements are detailed on pages 7 – 10 of this document. Groups and seminar allocations will be agreed during our first session.
4. Peer evaluation **(5%)**: You will be given an opportunity to grade your colleagues on their contribution to your seminar.

### **Grading**

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100

A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

### Grading Criteria

**'Incomplete'** or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **'Audits'** (AU), **'Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

**A** This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

**A-** Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

**B+, B, B-** This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

**C+, C, C-** Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

**D** A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

**F** The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for additional information as well as policies on plagiarism: <http://www.bu.edu/london/current-semester>

*\* Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

### **Attendance Policies**

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

#### *Authorised Absence:*

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from:

<http://www.bu.edu/london/current-semester/>

**Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).**
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call into to the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- **Special circumstances which have been approved by the Directors (see note below).**

**The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.**

#### *Unauthorised Absence:*

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed.

This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

### **Religious Holidays**

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

### **Special Accommodations**

Each student will need to contact the Office of Disability Services to request accommodations for the semester they are abroad. Students are advised by BU-ODS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-ODS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the ODS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

### **Lateness**

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

### **Course Chronology**

**Please note that all articles and papers are available online at BU Library. Links are also provided to each article in Blackboard.**

- Session 1**                      **Introduction to marketing strategy and strategic marketing planning**
- Introduction to marketing strategy
  - The purpose of strategic marketing planning and the relationship of marketing planning to the corporate planning process
  - The marketing planning process: analysis, planning, implementation and control
  - Introduction to situation analysis and the marketing audit: macro environment
  - Seminar briefing
  - **Guest Lecture: Librarian: Conducting effective research**
- Cases: L'Oréal, Fiat, Nestle*  
*Reading: - Dibb et al, Chapter 1, 22*

- *How UK and US consumers' spending habits differ, Marketing Week, Mindi Chahal, 22/01/2014*

- Session 2**      **Situation analysis (1): The marketing audit, macro environment and environmental scanning**
- The macro environment/STEEPLE
    - Social, Technological, Economic, Environmental, Political, Legal, Ethics
    - Factors and trends
    - Impacts
- Cases:      **The European Airline Industry***  
*Reading: -      Dibb et al, Chapter 3*  
 - *Sociologists issue plus-size warning, 29<sup>th</sup> June 2018, Mintel.*
- Sessions 3 & 4**      **Situation analysis (2): The marketing audit, micro environment and internal environment**
- The micro environment: stakeholders and competitor analysis
  - The internal environment: structure, systems, organisation, productivity and the value proposition: introducing the 7Ps
  - Informing strategic decisions: the SWOT analysis
  - The role of assumptions in strategic planning
- Please note this is an all-day class. Afternoon field trip and assessment to be briefed in class.**
- Cases:      **The European Airline Industry, Marks & Spencer, John Lewis, Liberty,***  
*Reading: -      Dibb et al, Chapter 2*  
 - *Apparel Retail Industry Profile: The United Kingdom 2016, pp. 14-20, Business Source Complete, EBSCOhost*
- Session 5**      **Strategic focus and direction**
- Corporate objectives and strategic focus
  - The relationship of marketing objectives to strategic direction
  - Generating alternative strategic options and growth strategies, first mover advantage
  - Relationship marketing and CRM
- Seminar 1 – See pages 8-10**  
*Reading: -      Dibb et al, Chapter 22*  
 - *Kim, W, & Mauborgne, R 2004, 'BLUE OCEAN STRATEGY', Harvard Business Review, 82, 10, pp. 76-84, Business Source Complete, EBSCOhost*
- Session 6**      **The target marketing process**
- Segmentation as a basis of selecting markets
  - Segmentation variables in different organizational contexts and sectors
  - Target marketing strategies
  - Positioning strategy and the value proposition
- Seminar 2 – See pages 8-10**  
*Reading: -      Dibb et al, Chapter 7, 8*  
 - *Rogers, C., (2017). The shrinking and emerging demographics marketers need to know. Marketing Week (Online), 13 March 2017.*

- Session 7**                    **Seminar 3 – See pages 8-10**  
**Field Trip: Brand museum, 111-117 Lancaster Road, Notting Hill, W11 1QT**  
*Reading:* - Armstrong, Ashley., (2016). "Superstars don't just endorse a brand... now they want to own the business too", *The Telegraph*, 9 July 2016 **PDF available in Blackboard**
- Session 8**                    **Approaches to market and marketing mix strategy (1)**
- Achieving competitive advantage, the integrated marketing mix
  - The global macro environment, emerging trends
  - Marketing strategy in an international context, brand strategy
  - The global trading environment
- Seminar 4 – See pages 8-10**  
**Guest Lecture: Dr Roy McClarty, Distribution Strategy**  
*Case:*     *Current examples of marketing mix in action*  
*Reading:* - Dibb et al, Chapter 10, 11, 12  
              - Gluckman, David., (2017). "In 1973, I invented a 'girly drink' called Baileys", *The Irish Times*, 2 October 2017.  
              <https://www.irishtimes.com/culture/books/in-1973-i-invented-a-girly-drink-called-baileys-1.3240945>
- Session 9**                    **Approaches to market and marketing mix strategy (2)**
- Organisational orientation: ethnocentric, polycentric, regiocentric and geocentric
  - Impact on marketing strategy and strategic marketing mix alternatives
  - Driving and restraining forces
- Seminar 5 – See pages 8-10**  
**Guest Lecturer: Mark Kirkham (Director PepsiCo Beverages),**  
**Communication Strategy and Content Generation**  
*Case:*     **Tesco**, *current examples of marketing mix in action*  
*Reading:* - Dibb et al, Chapter 4, 21  
              - Levitt, T 1983, 'The globalization of markets', *Harvard Business Review*, 61, 3, pp. 92-102, *Business Source Complete, EBSCOhost*, pp 92-95
- Session 10**                 Syllabus completion  
                                  Revision (exam preparation and review)  
                                  Exam tips and techniques
- Final Exam**               Exam times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

**Contingency Class Date.** Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.

### **Core Readings**

Articles are listed in the Session overviews each week and are available via Blackboard.

Dibb, S., Simkin, L., Pride, W. and Ferrell O.C. (2016) *Marketing: Concepts and Strategies. 7th edition*. Abingdon, UK: Houghton Mifflin.

Kotler, P. and Keller, K. L., (2011) *Marketing Management, 14<sup>th</sup> Edition*, Prentice-Hall.

### **Additional Texts**

Cavallone, M. (2017) *Marketing and Customer Loyalty The Extra Step Approach* (International Series in Advanced Management Studies). Springer International Publishing: Imprint: Springer.

Cravens, D. and Piercy, N., (2012) *Strategic Marketing, 10<sup>th</sup> Edition*, McGraw-Hill.

Kim, C. K., Maugorgne, R., (2005) *Blue Ocean Strategy*. Harvard Business School Press. (*Chapter 1*)

McDonald, M. and Wilson, H., (2011) *Marketing Plans: How to Prepare Them, How to Use Them*, 7<sup>th</sup> Edition, John Wiley & Sons.

Rishi, B. and Bandyopadhyay, S., (2017) *Contemporary Issues in Social Media Marketing*, Routledge, London, pp 91-101.

### **Articles**

Articles are detailed in the syllabus below and links to each are provided in Blackboard. You should read the articles following class each week. Additional current news articles will be issued via announcements on Blackboard.

### **Additional**

The following journals and magazines are useful throughout the semester:

- European Journal of Marketing
- Journal of Marketing
- Journal of Marketing Management
- Marketing Week

The following databases are available via the Pardee Management Library. They are particularly relevant to our syllabus.

- ABI/Inform Complete
- Business and Industry
- Business Monitor International (BMI) Industry Reports
- The Economist Intelligence Unit
- Emerald
- Factiva
- Hoover's Company Records
- Hoover's Industry Snapshots
- JSTOR
- LexisNexis
- Library Press Display: newspapers
- Marketline Company Profiles
- Marketline Industry Profiles
- Mintel
- SRDS

### **Case Studies**

These are listed within session detail on pages 5-10. In-depth case studies will be issued in class for analysis and these are highlighted in bold. Additional shorter case studies will be discussed in class.

### **CM521: British and European Marketing Strategy Seminar Assessment**

This assessment is worth 40% of your final grade for CM521 and comprises two tasks.

### Task 1 (35%)

You are required to facilitate a 45-minute seminar on one of the topics below. During the seminar you are expected to:

- Fully address your seminar title
- Use a range of reference material to support your seminar
- Use a range of facilitation techniques such as presentation, discussions, webinars, questions and answers etc. You are not expected to give a 45-minute presentation.
- Provide a copy of your slides (electronically and hard copy) and reference sources using the Harvard or MLA system. Your slides should be submitted before the seminar presentation and will be shared in Blackboard.

### Mark allocation for Task 1

Marks will be awarded based on the following:

- |   |     |
|---|-----|
| • Approach, style, timing, interaction with class | 10% |
| • Marketing theory and concepts                   | 35% |
| • Industry/company/country insights               | 25% |
| • Conclusions drawn                               | 10% |
| • Range of reference material                     | 20% |

### Task 2 (5%)

To ensure that all group members participate in the preparation and facilitation of the seminar you have been given the opportunity to grade each other. List the group members and give them a mark out of five for their contribution to the seminar. Your marks should be submitted before the seminar presentation.

Please note that if your group is having difficulties you should discuss this with me before, rather than after, the seminar presentation.

### Seminar titles and dates

#### Seminar 1: Session 5

Examine the complexities of consumer buying behaviour and explore the role of social media on buying behaviour.

- Dibb et al: Chapter 5, Kotler et al: Chapter 6
- Ideas:
  - Are young women in a self-destructive cycle? 28 November 2017, Mintel. <http://academic.mintel.com.ezproxy.bu.edu/display/868993/?highlight#hit1>
  - Millennials, Mintel, [http://academic.mintel.com.ezproxy.bu.edu/insight\\_zones/15/](http://academic.mintel.com.ezproxy.bu.edu/insight_zones/15/)
  - Online shopping/digital wallets, Mintel, viewed 4 January 2017, <http://academic.mintel.com.ezproxy.bu.edu/display/775949/?highlight>
  - Isa, N, Salleh, N & Aziz, A 2015, 'Determinants and Impact of Online Social Interaction on Online Buying Behaviour, 3<sup>rd</sup> Global Conference on Business and Social Science, 16-17 December <https://ac.els-cdn.com/S1877042816300477/1-s2.0-S1877042816300477->

[main.pdf? tid=691ef812-efad-11e7-ba27-00000aab0f6b&acdnat=1514891553\\_8f5d06ac006462dc40fb6c4acac2bb10](https://www.slideshare.net/statisticsONS/social-media-use-in-the-uk-65266896)

- Social Media in the UK, Office for National Statistics, 2017,  
<https://www.slideshare.net/statisticsONS/social-media-use-in-the-uk-65266896>

### Seminar 2: Session 6

Explain the concept of **positioning** and analyse Marks & Spencer's, John Lewis's or Burberry's positioning strategy.

- Dibb et al: Chapter 8, Kotler et al: Chapter 10
- Company detail:
  - Burberry Group plc n.d., MarketLine/Medtrack Company Profiles, EBSCOhost.  
<http://search.ebscohost.com.ezproxy.bu.edu/login.aspx?direct=true&db=dmhls&AN=DD8917D4-EAD4-4F2B-9F00-E3A501BEF3E1&site=bsi-live>
  - John Lewis Partnership plc n.d., MarketLine/Medtrack Company Profiles, EBSCOhost.  
<http://search.ebscohost.com.ezproxy.bu.edu/login.aspx?direct=true&db=dmhls&AN=31DA2E20-834F-4A6C-A7D3-64EACC57ECFA&site=bsi-live>
  - John Lewis' taps into demand for gender neutral childrenswear, 6 September 2017, Mintel.  
<http://academic.mintel.com.ezproxy.bu.edu/display/852887/?highlight>
  - Marks and Spencer Group plc n.d., MarketLine/Medtrack Company Profiles.  
<http://search.ebscohost.com.ezproxy.bu.edu/login.aspx?direct=true&db=dmhls&AN=DFE67A38-E021-448F-BC58-3944E618713F&site=bsi-live>

### Seminar 3: Session 7

Explain the concept of **brand strategy** and explore Ikea's brand strategy.

- Dibb et al: Chapter 11, Kotler et al: Chapter 9
- Company insights:
  - Business this Week. The Economist Jul 16 2016: 8. ProQuest.  
<http://search.proquest.com.ezproxy.bu.edu/docview/1804444894/61390FA713654970PQ/8?accountid=9676>
  - <http://web.a.ebscohost.com.ezproxy.bu.edu/bsi/pdfviewer/pdfviewer?sid=f21a6a62-80ca-41fa-b5fd-48e5ed2e4c4f%40sessionmgr4005&vid=3&hid=4107>
  - Ikea Group n.d., MarketLine/Medtrack Company Profiles, EBSCOhost.  
<http://web.a.ebscohost.com.ezproxy.bu.edu/bsi/pdfviewer/pdfviewer?vid=2&sid=708271ad-0ef4-4c95-b9d5-af5207bf962c%40sessionmgr4009>
  - Ikea look to increase popularity with millennials with new collaboration, 13 July 2017, Mintel.  
<http://academic.mintel.com.ezproxy.bu.edu/display/841677/?highlight>
  - Inter IKEA Systems B.V., Hoover's Company Records.  
<http://www.lexisnexis.com.ezproxy.bu.edu/lnacui2api/api/version1/getDocCui?lni=4G6T-XJ70-TWH4-6299&csi=220620&hl=t&hv=t&hnsd=f&hns=t&hq=t&oc=00240&perma=true>

### Seminar 4: Session 8

Examine the purpose of, and two models used for, **product portfolio analysis** and explore Nestlé's product portfolio.

- Dibb et al: Chapter 12, Kotler et al: Chapter 12
- Company insights:
  - "A Life Less Sweet; Nestle." The Economist Jan 07 2017: 49. ProQuest.  
<http://search.proquest.com.ezproxy.bu.edu/docview/1856037492/853AE9370F94B94PQ/38?accountid=9676>

- Breakthrough in sugar reduction in chocolate by Nestle, 20 December 2016, <http://academic.mintel.com.ezproxy.bu.edu/display/807389/?highlight>
- 'Nestle S.A' n.d., MarketLine/Medtrack Company Profiles, EBSCOhost, viewed 10 January 2017. <http://search.ebscohost.com.ezproxy.bu.edu/login.aspx?direct=true&db=dmhls&AN=73C32CD1-213A-4E6B-95D2-40255DDFB362&site=bsi-live>
- Pet Food – UK – August 2014, Mintel, <http://academic.mintel.com.ezproxy.bu.edu/display/714307/?highlight#hit1>
- Sharing continues to provide an incentive to NPD in the snacking marketing, <http://academic.mintel.com.ezproxy.bu.edu/display/778080/?highlight#hit1>

## Seminar 5: Session 9

Review concepts and aspects of culture and compare three European cultures. You should consider the impact of your selected cultures on consumer buying behaviour.

- Dibb et al: Chapter 4 and 21, Kotler et al: Chapter 21
- Resources
  - Chahal, Mindi. "How UK and US Consumers' Spending Habits Differ." Marketing Week (Online) Jan 22 2014ProQuest. <http://search.proquest.com.ezproxy.bu.edu/docview/1490995501/BC773665197A451APQ/1?accountid=9676#>
  - Hofstede G, Hofstede G Jan, Minkov. (2010) *Cultures and Organizations: Software of the Mind*. Revised and Expanded. 3rd Edition. New York: McGraw-Hill USA. <http://jcc.sagepub.com.ezproxy.bu.edu/content/44/7/1094.full.pdf+html>
  - Hofstede G, Minkov M. (2015) New Evidence From the World Values Survey, *Journal of Cross-Cultural Psychology* 43 (1) pp 3-14. <http://journals.sagepub.com.ezproxy.bu.edu/doi/pdf/10.1177/0022022110388567>
  - The Hofstede Centre, <http://geert-hofstede.com/national-culture.html>

## Suggested sources

### Core Texts (available at Harrington Gardens)

Dibb, S., Simkin, L., Pride, W. and Ferrell O.C. (2016) *Marketing: Concepts and Strategies*. 7<sup>th</sup> edition. Abingdon, UK: Houghton Mifflin.

Kotler, P. and Keller, K. L., (2011) *Marketing Management*, 14<sup>th</sup> Edition, Prentice-Hall.

### BU Libraries

The following databases are available via the Pardee Management Library. They are particularly relevant to our seminar topics.

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- Business and Industry
- Business Monitor International (BMI) Industry Reports
- The Economist Intelligence Unit
- Hoover's Company Records
- Hoover's Industry Snapshots
- LexisNexis
- Library Press Display: newspapers
- Marketline Company Profiles
- Marketline Industry Profiles
- Mintel
- SRDS

### National Press

- The Daily Telegraph
- The Financial Times
- The Guardian
- The Times