

Marketing Management – MBA 525 -- Fall 2013

TTh 9:25 – 10:40 am

24159 - section 2

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and by appointment

Educational Philosophy

“I hear and I forget,

I see and I remember

I do and I understand”

Confucius, 551-479 BC

Marketing is a skill which depends on knowledge and practice.

Marketing Management Learning Goals - Students will develop the skills for formulating strategy and an understanding of:

- Evaluation of a firm's operative environment and how to sustain competitive advantage through marketing activities
- How to determine and evaluate market segments, select targets and develop positioning strategies
- How to generate superior value for customers and other stakeholders by designing the optimum configuration of the marketing mix
- How to balance the opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position

School of Business and Economics learning goals also addressed by the course

COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.

GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.

INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Learning Activities

Exposition of best practices in marketing through text and readings
Class discussion of theory and practice
Analysis of Case: in class discussion and written
Marketing Simulation – analysis, plans, decisions and performance
Development of a Marketing Plan

Class Materials

Texts

Capon's Marketing Framework 3 ed- Author Noel Capon –
Wessex Press – isbn 978-0-9797344-6-5

in bookstore or can be purchased online as e-book
or hard copy at

<http://www.axcesscapon.com/>

Axcesscapon/Wessex Press

Cases as indicated on schedule

Some on Oaks - free

Course Pack purchased through Harvard Business Press at

<https://cb.hbsp.harvard.edu/cbmp/access/20301259>

Simulation

Marketing Live: Advanced Strategic Marketing simulation by Innovative Learning Solutions, Inc.
Available online at

<http://www.marketplace-live.com/simulations/advanced-strategic-marketing.php>

Use the course, game and team identification numbers distributed in class to register.
Each student must pay and obtain the license.

Articles as indicated in schedule are available for download though E-Journals at the College Library site. Additional readings will be assigned during the course.

Course Evaluation – Grading

30	Exams 2
10	In-class Contribution
15	Case Memos 3@ 5 pts. each
20	Final Case
25	Simulation Plan 10 (Group) Performance 10 (Group) Analysis Memo 5 (Individual)

Exams – two closed book and note examinations will be given over the course material including text, readings, lectures, cases and class discussion

In-class Contribution - participation and discussion

Your presentation and discussion leadership must demonstrate a thorough understanding of the material and extend the concepts to cases for application. Attendance and participation is expected at every class. Class participation is an important part of the student's learning experience in case analysis and the other learning experiences in this class. You will be graded on the quality as well as the quantity of your class participation. You should have read any text, reading or case material and be prepared to discuss in class and on occasion to answer brief written and graded questions.

Should you miss more than 2 classes without an acceptable excuse you may receive a 0 for class participation.

I will evaluate your performance using the following evaluation model

(Source: Christine Moorman – Duke University MBA program)

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented.

Good Contributor: Contributions in class reflect thorough preparation. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas are sometimes important, provide generally useful insights, but seldom offer a major new direction. Arguments are fairly well substantiated and sometimes persuasive.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; they provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments are absent. Class contributions are, at best, "cherry-picking" efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable airtime would be saved.

Non-participant: The student was present but said nothing or the student missed class. Hence, there is not adequate basis for evaluation.

Case analysis

Cases are a way of gaining experience and are a key learning tool of the course. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Analysis of each case must include quantitative analysis of provided data and proposed outcomes. You may discuss each case with your study group; however written – graded cases must be your own work.

In general our analysis of each case will follow the format

- Problem
- Critical Issues and Causes
- Suggested Solution - Strategy and Tactics, Costs & Risk Factors
- Justification

Questions are on Oaks for each case – they provide a basis for class discussion. The case questions may be used as direction and as a basis for analysis.

Articles for topic – Articles are listed for cases and topic. They should be studied for class discussion and case analysis.

You should answer and address the issues as presented in the case as a report to management.

Team Presentation - Selected cases will be presented to the class by teams.

Written (Individual) Analysis of Case –

One Page Memos – In your career you will often be asked to provide recommendations in memo form. The one page memo is a means of focusing your ideas and presenting them to higher management in a concise format. A format for the memo is included at the end of this document. You will use this format to provide case analysis and recommendations for several cases during the term.

Full Analysis of Case - Full analysis of case is to be prepared by each student to be graded as an examination

- The analysis is an individual effort and should be of five or more pages plus charts and appendices.
- There is zero tolerance for grammatical errors and spelling. Such errors will lead to a grade of 0 for the case.
- You must present financial analysis that supports the viability of your alternatives. As appropriate the case will be graded on qualitative and quantitative analysis.

The full case analysis should take the format of a report to management. It is a more complete exposition of the one page memo. The case must indicate an understanding and application of the concepts and best practices as presented in the class.

Grading - Cases are graded as follows

	One page memo	Final Case
Serious Problems – unacceptable	1	1 - 5
Some good insights but incomplete – not at expected level for program	2	6 - 8
Satisfactory, generally good ideas but needs work to be a MBA level	3	9 – 12
Excellent work, professional level with no lapses	4	13 - 16
Inspired work at top of class	5	16 – 20

Strategic Marketing Simulation – Marketing Plan

Advanced Strategic Marketing simulation by Innovative Learning Solutions, Inc., available online at the Marketplace website

<http://www.marketplace-live.com/simulations/advanced-strategic-marketing.php>

You must use the course, game and team identification numbers distributed in class to register. You must purchase access to Advanced Strategic Marketing Simulation online with a credit or debit card. You will receive detailed instructions to sign up for our course. After you sign up to the game, the online help section of "Professor Help" serves as instruction to the game.

Teams - The class will be divided into teams for the simulation. You will be asked to evaluate the members of your group and this evaluation may be used to determine individual grade on the simulation

Simulation Operation - Simulation decisions must be turned on the dates and times indicated. After that time your Previous decision will apply and the team will be required to explain in writing such actions. Please exercise care when entering your decision.

Students will apply marketing principles and methods in a competitive marketing simulation game against other student groups. The objective of this simulation exercise is to develop marketing management skills and strategic thinking by integrating a variety of perspectives of marketing operations. This simulation game can help students:

- develop strategic thinking regarding planning and execution of marketing operations in a rapidly changing, competitive environment;
- understand and manage the critical linkage between marketing decisions and financial performance;
- use market data and competitive signals to adjust the strategic plan and marketing tactics;
- Develop teamwork across functions.

Evaluation- Marketing Plan and Performance in Simulation: Teams will be evaluated on your 2nd year plan, performance in the simulation and your analysis of the results.

Marketing Plan for year 2 – Each team will develop a written marketing plan for year 2. Instructions are provided on Oaks. - *A key part of the simulation and application of course principles is the development of a marketing plan for the second year of the simulation* Your entire group will receive a grade for the simulation plan and implementation/results. Team members will prepare a written evaluation of the performance of each member of the team which will be used to determine individual grades for the group work.

Final results grading is based on your balanced score card evaluation from the simulation

You will also prepare an individual one page memo at the competition of the simulation summarizing your team's results and explaining any deviation from plan.

General Policies

Written work

1. All written work must be submitted to the Oaks drop box prior to class as due.
2. A hard copy must be turned in at the beginning of class as due.
3. Late work will not be accepted – it is your responsibility to have the hard copy in hand before class and to ensure that a copy has been successfully submitted to the drop box.
4. Correct presentation and use of language is required.
5. The completion of all assignments is a requirement for successful completion of the course.

Absence will lead to significant reduction in your class participation and relevant group grade. If you have two or more absences you will may receive a grade of 0 for class participation,.

“Texting” or the unauthorized use of computers will lead to significant reduction of your participation grade. Silence you phone for class. Use of your cell phone (including texting) during class indicates that you are not focusing you attention on our discussion and will lead to an unsatisfactory mark for the class.

Academic Honesty Policy - Honesty and ethical behavior are a hallmark of the School of Business education. Students should be aware of the University’s Policy on Academic Honesty, which appears in the Bulletin and the College’s academic honesty policy below or at the College’s website at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html#honorcode

Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at CofC that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students with Disabilities

If a student in this class has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me.

Make-Up Work and Due Dates

Make-up work is not available to compensate for unexcused absences or low grades. All assignments must be completed on the date specified by the professor and/or stated in the class schedule of this syllabus. Assignments turned in late will not be accepted - *no exception*.

Memorandum

To: Company Executive in charge of the offering as indicated in case or Professor

From: Your correct name as indicated in registration

Class and Section: _____ Team: if appropriate

Date: Due Date

Re: case or project name word count: 600 max

Executive Summary

The single most important problem faced by the company. The primary cause of the problem is. The company should take the following actions.

Situation Overview

- The single most important problem facing the company
- The primary actionable cause of the problem is – because

Action Recommendations

- a. Proposed changes in strategy - Outline changes such as
 - Targets or
 - Position and/or Value proposition
- b. Proposed changes in marketing mix elements
 - Indicate each of the mix elements to be changed
 - viewed as a package
 - be explicit and include costs
 - Risk of action

Justification of Action Recommendations

Why is the above best course of action – advantages and disadvantages?

Exhibits – list your exhibits/ tables (exhibits do not count against word or page count)

Exhibit 1: _____

Exhibit 2: _____

Others

Fall 2013

MBA

Marketing
Management

TU-TH - 9:25-10:40

Course
Overview

Tentative Schedule

Month	day	Topic	Capon	Case	Simulation		
1	Aug 20	Tues	Marketing & Customer Benefits	1	Sports III CNBC HULU	Rethinking Marketing, Harvard Business Review, Jan 2010 Creating Shared Value, HBR Jan 2011	
2	22	Thur	Expanding the Role of Marketing		Homeless World Cup - HBP	How Social-Cause Marketing Affects Consumer Perceptions - MIT Sloan Management Review, Jan 01, 2006	
3	27	Tues	Value of Customers & Strategy	2	Sonic CD - Oaks - 1 Pg. memo #1 with exhibits for 3 option computations	BusinessWeek - Apple's Deals May Transform Digital Music, May 26, 2011	
4	29	Thur	Market Insight	3	Netwerk: Digital Marketing in the Music Industry - HBP	Are your Ignoring Trends, HBR, July, 2010	
5	Sept 3	Tues	Customers & Research	4 & 6	Plugging In the Consumer - HBP	Reading the Public Mind, O'Connell, A. HBR, October 2010	
6	5	Thur			TrueEarth Healthy Foods - HBP	Brian Wansink, (2003), "Using laddering to understand and leverage a brand's equity", Qualitative Market Research 6 (2) 111-118	
7	10	Tues	Competitors & Company Capabilities	5	Amazon, Apple, Facebook & Google - HBP	Apple in 2010 - HBP	Boeing dream liner video case
8	12	Thur	Growth Strategies, Segmentation and Targets	7 & 8	Flair Fragrances: Growth Opportunity - HBP	Rediscovering Market Segmentation, HBR, February 2006	
9	17	Tues	Mkt Strategy & Life Cycle	9,10,	Clean Edge Razor - HBP	Break Free of PLC, HBR May 2005	

10	19	Thur				Mountain Man Brewing - HBP -1 Pg. memo #2 with exhibits for alternative breakevens indicating assumptions	
11	24	Tues	Exam 1				
12	26	Thur	Brands, Product Lines & New Products	11, 12 & 13	Product Team Cialis - HBP	If Brands Are Built Over Years..., Harvard Business Review, July- August 2007.	
13	Oct 1	Tues			Pillsbury Cookie Challenge - HBP	A Brand Is Forever, Business Horizons, 2009 vol 52	
14	3	Thur	Managing Services	18	Mobile Banking at BofA - HBP		Q1
15	8	Tues	Pricing	14	Metabical:- HBP	Pricing to Create Shared Value, HBR, June 01, 2012.	
16	10	Thur			Curled Metal Inc. - HBP - 1 Pg. memo #3 with exhibits for option computations	Pricing and the Psychology of Consumption, HBR, September 2002	Q2
	15	Tues	Break				
17	17	Thur	Communications	15	UnME Jeans - HBP	Advertising Analytics 2.0 HBR March 2913 look at "goggle ads/innovations"	Q3
18	22	Tues			Hubspot - HBP	If you love something , Business Horizons - , (2012) vol. 55 pp. 129-139 How to Get your messages Retweeted, Sloan Management Review -, (2012) winter	no case speaker
19	24	Thur	Business Development - Sales	16	Pharma Talent - HBP	Motivating Sales People: What Really Works HBR, July 2012	Q4

20	29	Tues			Bowen Industry - sales - Oaks	End of Solution Sales HBR July 2012	
21	31	Thur	Marketing Plan for year 2 & q5				Marketing Plan for year 2 & q5 (Group)
22	NOV 5	Tues	Channels & Distribution	17	Stihl Inc.: Go to Market - HBP		
23	7	Thur			Theo Chocolate		Q6
24	12	Tues			Online Marketing at Big Skinny - HBP	The Future of Shopping, HBR December 2011	
	14	Thur	Ethics		American Apparel - HBP		Q7
25							
26	19	Tues	Exam 2				
27	21	Thur	Final Case		to be announced		Q8
28	26	Tues	Analysis of Simulation and Outcomes				Individual Analysis Memo - Individual
	28	Thur	Thanksgiving				

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