Course Description

In this course, we will explore the role of marketing in the global market, approaches to building customer relationships, and tools to better understand customers and competitors. We will study how to make decisions regarding the marketing mix (product, price, promotion, and distribution).

Course Objectives

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.

The course content explores domestic and international marketing issues. The international portion is embedded in virtually every chapter and in many cases.

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.

This course includes the development of a capstone marketing plan where students demonstrate competency in writing and market planning. The course also is designated as a writing intensive course with assessments and feedback both on writing skills and content. Presentations of the plan and case studies in teams using Powerpoint slides are also included. The paper and presentations are designed to assure that students have the professional skills needed to be successful in oral and written business communications.

This course requires all students to demonstrate their writing and speaking skills by composing and presenting a marketing plan using Word, PowerPoint, and videos. Students will also be graded on their oral case presentations and class participation.
Goal 3: Our students will have technical and analytic skills appropriate for success in business.

This course includes the weekly analysis of a business case including the understanding of financial and technical issues in the discussion of issues, alternatives and recommendations.

Goal 4: Our students demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.

This course draws upon many other disciplines including economics, psychology, sociology, public policy and regulation, law, accounting, finance, information systems, management and statistics. Examinations will include other areas as appropriate.

Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.

This course places an emphasis on improving understanding of the real world environment and better preparing you for a career in business. Students will be encouraged to apply existing marketing knowledge to real world business situations and issues. Students are exposed to situations where it is necessary to integrate the various components of marketing into a cohesive marketing strategy. Discipline competence will be measured in this course using exams, composition and presentation of an integrated marketing plan, in-class exercises, team case presentations, homework assignments and class participation.

Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

Students will develop a strategic approach to marketing that incorporates discovering opportunities and determining how the firm and its marketing respond to these opportunities. Market research, examinations, case analysis, and the project require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the marketing plan project require an explanation and defense of recommended courses of action. You will also learn to quantitatively and qualitatively analyze financial numbers and facts in cases. Examinations will include business scenarios and analysis of cases.
Writing Intensive Statement

This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill the Writing Intensive Requirement in the Marketing major. It does so through the completion of a Marketing strategy/Marketing plan project that will be completed in two sections of or phases – Part 1: 2,000-words (individuals will write a minimum 1,000 words each of the team paper) and Part 2: revision and resubmission of Part 1 along with an additional 5,000-words for a combined team paper of 7,000 words (individuals will write a minimum 3,500 words each of the team paper). Prerequisite to starting the market plan, each team needs to submit the industry and the two firms and products that will be researched and the name of the lead person responsible for the firm/product. Part 1 of the Marketing Strategy/Marketing Plan project will be completed through a draft/feedback/revision process. After approval of the industry and two firms and the subsequent submission of Part 1, you will receive commentary on the sections for Part 1 and a grade on content and writing related dimensions. The revised part 1 submission will be due in combination with Part 2 in the last weeks of the class on the date of the start of the team paper presentations. Both Part 1 and Part 2 require citations in text and a Works Cited or Bibliography using APA format. A description of the Marketing Strategy/Marketing Plan project and its fulfillment of the Writing Intensive requirement in the Marketing major can be found on pages 3-4 under “Writing Intensive in the Major,” and further details on each component of the Marketing Strategy/Marketing Plan project can be found on pages 9-10. Due dates are in the class schedule section of this syllabus.

Assurance of Learning in MKTG 471

The documentation of the extent to which this course is responsible for adding to your competence in the discipline of marketing is a central issue for the School of Business. The overall measures used to determine the extent to which this course is accomplishing assurance of learning are two exams, composing and presenting an integrated marketing plan, in-class exercises, team case presentation, and class participation.

Course Prerequisites

C or higher in MKTG 301, MKTG 312, and MKTG 351; senior standing; degree status

Required Course Materials


Harvard Business School (HBS) Cases:

To purchase and access your HBS Course Pack, please visit:

https://hbsp.harvard.edu/import/657337
Follow the instructions at the site (you will need to register and then you can pay by credit card)

Course syllabus, readings and other class materials will be available through Blackboard and the Harvard Business School site for the course pack with cases and readings.

Method of Instruction and Class Participation

The course objectives will be met through a combination of methods including lectures, readings, case analyses, hands-on marketing project, presentations, videos, quizzes, tests, and class discussions. Multifaceted problems are studied in cases about firms of various sizes. A case-oriented course requires a maximum of student participation. To make best of the class experience, it is necessary that each student be committed to the “4P’s” of the student involvement in class:

**Preparation.** If the student does not thoroughly analyze the reading materials, the class discussion will mean little.

**Promptness.** Students who enter the classroom late disrupt the discussion and negatively impact the concentration of students on the process. Note that being late frequently will reduce your opportunities to participate and your participation grade.

**Participation.** Each student’s learning is best facilitated by regular participation. You are strongly encouraged to share your industry knowledge and expertise during class discussions and group meetings. This will advance the class and group’s collective skills and knowledge.

**Professionalism.** Please turn off your cell phone and do not surf the net in class.

You will be evaluated continually on the quality and frequency of your class discussion contribution. There may also be short quizzes on cases before we begin discussion so a SCAN_TRON is needed for class. Meaningful participation depends on the quality of your analysis of the case being studied, the soundness of your recommendations, and your ability to communicate ideas clearly and persuasively. Your points should be relevant to the discussion and should not be a mere attempt to get “air time.”

Participation Evaluation Criteria:

**Quality:** I will evaluate each student’s participation and give a grade after each class. The participation grades for each class could range as follows:

High: insightful comments or speaking up multiple times during the class;
Medium: less discerning comments, or comments of clarification, or questions;
0 point: did not participate in class discussion
Frequency also counts: at the end of the semester, the total grade of participation will be determined by summing your participation grade for each class beginning with Class 2 along with scores on any case quizzes.

Note:

Participation credit is NOT earned by attending class, but by participating in discussions in class. It is not possible to make up for lost participation credit by participating a lot at the end of the semester. If a student displays disruptive behavior in class, his/her participation grade will suffer.

Case Learning

Included in your Harvard Business School course pack is a tutorial on case analysis and learning. It will help you analyze a case, avoid getting lost in the numbers, apply the stages in the case learning process, benefits of case learning, packaging of case write-up, and evaluation criteria of case analysis. It is very important for you to thoroughly study and apply the case approach to the cases throughout the term.

Exams

For exams, you are responsible for all materials in the text, lectures, cases, presentations and in-class discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification.

You will take two closed-book, closed notes exams in this course. Students provide their own SCAN_TRON sheets that are used for testing.

Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, tablets and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

Consistent with University policy, only provable (i.e. documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned weddings, vacations and deep discount airfares are not acceptable absences. There are no make-up tests or adjustments to satisfy the convenience of students who are enrolled in this class. All students are graded with the same standard.
Teams

You are given the option of forming your own team or alternatively, assigned to one by me. You will get a team grade for each piece of the team work, which includes a case analysis oral presentation and a marketing project. Details of the team work are described in the following two sections. Note that at the end of the semester every student will submit a peer evaluation of his/her team members. I will use these as inputs in making my evaluations (up to +/- 3 points) to each student’s final grade.

Team Case Analysis Presentations

Each team will be required to present their analysis of one assigned case. The suggested case analysis / discussion questions each team is responsible for are listed in the Topics and Assignment Schedule section of this syllabus. Note that while the discussion questions must be covered in your presentations, they are there only to help you think about the case and you should not assume that the discussion questions lay out the core problems, thus relieving you of the responsibility to define fundamental issues / problems and identify a list of areas of analysis. You are also encouraged to comment on other issues you feel that may contribute to our understanding.

When you are presenting a case, assume that you are a consulting group asked by the Board of Directors of the firm in the case to analyze their situation and give an overview of the manner in which you would solve their problems. Each team is responsible for presenting their case analysis and providing answers to assigned questions within 30 minutes. Questions from the “Board of Directors”, i.e., your classmates and me, may come up while you are presenting or afterwards, so be prepared to clarify or defend your points within your presentation. I will take the remaining class time to make additional comments to explore further on some specific issues as well as to summarize the discussion and generalize the lesson we learned from the case.

For details on how to analyze a case, please refer to the tutorial on how to “analyze a case” in the case package that you have purchased from HBR. The following are a few simple guidelines for analyzing a case. Note that by providing answers to assigned questions, you are performing in-depth analysis and offering recommendations.

Defining Problem(s): Very briefly describe the firm’s situation in the case. Identify the central problems and issues. Be sure to focus on the fundamental problems / issues—not symptoms, nor less important matters. Do not just reiterate case facts.

Collecting information and performing in-depth analysis: Provide a set of carefully considered arguments that support the recommendations you will later propose. Perform any type of analysis you like on facts provided in the case in developing your justifications. The bottom line is that you must be logical, convincing, and thorough.
Recommendations: What should the firm do based on your analysis, provide a detailed description of the firm’s actions necessary to deal with the identified problems and opportunities. Be specific enough that the firm in the case could pick up your recommendations and act on them.

Team Presentation Evaluation Criteria

Substance of presentation (50%)

How well are questions analyzed and answered? The following are the major criteria used in evaluating the substance of each presentation.

How well and usefully does the group define the fundamental problem(s)? How well does the group demonstrate an understanding of the strategic issues? How well does the group understand the implications of the defined problems? Does the group identify the critical problem(s) or spend too much time on more minor issues?

Does the group use important facts to draw relevant conclusions? The group is not expected to simply summarize the case facts; teams get credit only for using relevant and important facts related to the conclusion.

If quantitative analysis is performed, is it well constructed and computed? Does it seek to answer useful questions?

Do recommendations follow from conclusions to solve the fundamental problems you selected? Are recommendations well buttressed with supporting data, lines of reasoning and arguments that recognize the pros and cons of taking the recommended course of action?

Does the group outline an implementable plan of action after making recommendations?

Are the case presentation slides written clearly, concisely and persuasively? Are assumptions clearly explained?

The group is expected to offer relevant updates about the company in the case.

Team members should organize all slides in order and have one member submit the presenting materials to me via hard copy and Blackboard. No materials other than the slides need to be submitted. (2.5 % Points)

Your finalized presentation slides are expected to be submitted on time. Please use Microsoft PPT, not Prezi.com for creating slides. (2.5 % Points)

Persuasiveness: Good presenters do not simply read from the slides or from papers at hand. Imagine you are presenting to senior managers, or potential investors, customers, suppliers and etc. Eye contact is important (5%)
Effective use of visual aid and structured organization of information: Are slides organized in a logical manner with headings and subheadings and correct in grammar, spelling and punctuation? Are exhibits easy for the audience to determine your calculations and the source of the data? Are words on slides clear for the class to read? Are online videos (if you choose to show one or two) relevant to the case? (10%)

Application: Study the relevant chapter(s) and apply what you learn to the case analysis. Presenters should explain clearly what marketing knowledge learned in class they have applied to the case (10%)

Ability to answer questions and think on feet (10%)

Interaction with the class: motivating and encouraging class participation: Try your best to engage your peers in discussion by asking various questions or through other creative ways. Feedback is important to managers. You want your audience to be interested in your case and your recommendations. (10%)

Note:

All members of a team should contribute equally and participate in the presentation.

Within your presentation you may use any information which would have probably been available to consultants at about the time the events discussed in the case took place.

I expect you to dress professionally on the days of your presentations.

Team Market Plan Project

In addition to the information that follows, also refer to the Writing Intensive Statement section on pages 2 and 3 of this syllabus for the overview of the project and additional information.

Project purpose: This project is designed to enhance your understanding of (i) the elements of the marketing mix, how they fit together, the marketing differences between companies within a single industry, and the performance impact of these differences, (ii) a company which is not doing as well as the first company.

Your selection of two companies needs to be approved by me, although you will be given considerable freedom to follow your own interests. Submit your choices of the two companies to me in Blackboard along with the industry, size of industry in dollars, revenue of firms, market share of firms, strategic business units, and specific products for the market plan. The market plan is at the product level and NOT at the firm level. See the schedule for the date of this submission. On time submission counts 20 points on your participation grade. Explain why you choose them. Since the project will require a significant amount of time and effort, it is important that you select companies in which you are interested.
Your analysis should include (at a minimum):

1. Brief background information of the industry
2. Brief history of each company.
3. What are the performance differences between the firms at the selected SBU/Product level financially and marketing
   How do their marketing differences lead to their performance difference including financial and market share comparisons? Completely analyze and compare these two companies with regard to their marketing strategy and practices. In particular, you should only focus on the analysis of marketing issues (e.g. company, customer, competitor, product, pricing, promotions, distribution, international marketing strategy) which you feel are important in explaining the performance difference between the two companies. This includes a focus on the 4P’s. Non-marketing reasons should be briefly mentioned.
4. If these two companies practice socially responsible & ethical marketing, analyze the link between these practices and company performance.
5. Perform a SWOT analysis for each company.
6. Develop specific marketing objectives for both the weaker and the stronger firm
7. Based on your analysis of items 3, 4, 5, and 6 suggest actions and strategies which you feel would enable the companies to improve market position. Resourced based advantages are appropriate here. Perceptual maps are helpful as well as other comparative models, e.g. BCG matrix and others. In formulating the marketing plan, you need to determine long run (5 years) quantifiable and realistic marketing objectives such as sales, profit and market share objectives based on your marketing forecasts. Feel free to include additional marketing objectives if you think they are appropriate for the firms. You don’t need to cover all the previously mentioned objectives if no data is available. Clearly outline your assumptions and thought process.

Extra credit: You get up to 5 bonus points for creating a 30 second commercial to advertise for one of the companies. The clip should include your team in action with the company and assure the class knows the actions your team recommends. I reserve the right not to show any video clip with inappropriate contents for a public classroom.

What to submit: You are expected to submit a clear, concise, and persuasive report in three phases. This assignment must be professionally done, typed double-spaced in 12-pt. font with 1 inch margins and should not exceed 12 pages of text, with up to 3 additional pages of supporting materials / appendices (e.g. financial / income statements, graphs). Include a cover page with every team member’s name and email address. Also include citations / websites in a reference
section at the end of your report. The page limit does not include the cover page, table of contents, references, and appendices.

**When to submit:** The final project report should be submitted to me both electronically (via Blackboard) and in hard-copy paper by the beginning of class on the first day that the project presentations are done. No late submission is acceptable.

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<thead>
<tr>
<th>Marketing strategy/Marketing plan project</th>
<th>Minimum Total Words</th>
<th>Minimum Words per Individual</th>
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<tbody>
<tr>
<td><strong>Part 1 Submission</strong></td>
<td></td>
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<tr>
<td>Items #1 Industry and #2 Companies/Selected SBU</td>
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<td>250</td>
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<tr>
<td>Item #3 Comparative Differences 4P’s Include Works Cited</td>
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<tr>
<th><strong>Revised Part 1 &amp; Part 2 Final Combined Submission</strong></th>
<th>Minimum Total Words</th>
<th>Minimum Words per Individual</th>
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<td>Item #7 Strategy Recommendations</td>
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<th>Minimum Words per Individual</th>
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<tr>
<td><strong>Grand Total</strong></td>
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<td><strong>3500</strong></td>
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Team Project Written Report Evaluation Criteria:

**Marketing research and marketing plan formulation:**

How well does the group collect and use important facts / data to justify their recommendations?

How well does the group report their marketing research findings?

Are research findings well buttressed with supporting data, lines of reasoning and arguments?

Are the recommended improvements logical, creative and implementable?

**The write-up. Is the team project report:**

Written clearly, concisely and persuasively?

Organized in a logical manner with headings and subheadings?

Correct in grammar, spelling and punctuation?
Effective with the display of exhibits that are clearly organized and easy for the reader to determine the calculations and the source of the data? Also, are assumptions clearly explained?

Is the document following the specified report format & page limit?

**Team Project Presentations:** At the end of the semester each team will have about **15 minutes** (including Q&A) to present the outcomes of the project, including but not limited to: the marketing research you conducted and findings you obtained, the marketing plan you formulated and recommendations you made. You are encouraged to apply what you learned in this or other courses to this practical marketing project. Every member of your team needs to present. I will grade the project presentations by the same criteria used to evaluate team case presentations. The class will be encouraged to critique your recommendations. Submit your project presentation slides (and commercial if you choose to do the extra credit work) to me via Blackboard by the beginning of class on the day of the presentation both in paper format and via BlackBoard. No late submission is acceptable.

**Homework Assignments:** Before most classes there will be homework questions on the textbook readings to complete in Blackboard or a written assignment on the cases that are not being presented by a team to complete. These will be announced and posted in BlackBoard.

**Course Requirements and Grading**

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Active participation in class discussions and case quizzes</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Team case analysis presentation</td>
<td>15%</td>
<td>150 Points</td>
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<tr>
<td>Homework Assignments (Written Cases or Online Questions)</td>
<td>13%</td>
<td>130 Points</td>
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<tr>
<td>Team marketing strategy project</td>
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<td>Written report (Part 1 submission (20 and 100 points) and Combined revised Part 1 and Part 2 (100 points)); oral presentation (100 Points)</td>
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<tr>
<td>Exam I</td>
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<td>Exam II</td>
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<td><strong>Total</strong></td>
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Grade scale

Your final grade for the course will depend on the total number of points you earn:

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<tr>
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<tr>
<td>900 – 929</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>870 – 899</td>
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<td>800 – 829</td>
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<td>770 – 799</td>
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<td>700 – 769</td>
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Final Course Grading Policy

For more information regarding grading policies and class attendance, see [http://catalog.gmu.edu](http://catalog.gmu.edu)

Missing Class

You are expected to attend class regularly, with the understanding that advance and documented excuses for an unavoidable absence are needed. Please check the presentation dates of your team (listed in the Team Case Analysis presentation section). If there is a time conflict, you should talk to other teams and find out if (i) your team could switch with one of them or (ii) you yourself could join one of them. Inform me well ahead of time if there is such a change. If neither change is possible, then your team will present without you and your grade will reflect that lack of performance.

Honor Code and Academic Integrity

GMU is an Honor Code university. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially, when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper accepted form. Another aspect is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt (of any kind) please ask for guidance and clarification.

The Honor System and Code adopted by George Mason University will be enforced for this class:


In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.

The version for this class of the School of Business “Recommendations for Honor Code Violations” is an attachment to this syllabus.
GMU Email Accounts: Students must use their Mason LIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

Office of Disability Services (http://ods.gmu.edu): If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through ODS. If accommodations are needed, please complete this request within the first two weeks of class.

Religion

Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

University Compliance, Diversity, and Ethics (CDE): The diversity of our student body can be an asset to classroom conversations and student learning. For CDE issues, please refer to http://integrity.gmu.edu/ George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. http://ctfe.gmu.edu/professional-development/mason-diversity-statement/

SCHOOL OF BUSINESS COMMUNITY STANDARDS
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. 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. 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

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.

Other Useful Campus Resources:

Writing Center: http://writingcenter.gmu.edu
University Libraries “Ask a Librarian” http://library.gmu.edu/mudge/IM/IMRef.html
Business Library Liaison: Jo Ann J. Henson MLIS Business and Economics, Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business
Counseling and Psychological Services (CAPS): (703) 993-2380: http://caps.gmu.edu
Emergency Preparedness: Please review the Emergency Preparedness Guides http://ehs.gmu.edu/guides EP.html. You are strongly encouraged to register your mobile phone to receive emergency notifications from Mason Alert (alert.gmu.edu).

University Policies

The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Note: I reserve the right to adjust the syllabus content when necessary. Announcements will be in class and via Blackboard.
# Topics and Assignment Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Aug 27</th>
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| Course Introduction, Case Method, and Basic Marketing Arithmetic  
**Read:** i) Course syllabus  ii) Marketing by the Case method (Komatsu and Caterpillar Case Tutorial in the Harvard Business School Course Pack) Low-tech Marketing Math  
Case 1: Do Marketing and Ethics Mini-Cases: Scenarios will be divided among teams who will prepare and present  
**Read:** Chapter 1 |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Sept 3</th>
</tr>
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| Overview of Marketing, Strategic Planning  
**Read:** Chapters 2 and 3  
Bloomberg Terminals  
**Team Formation and Case Assignment**  
**Read** and Discuss HBS Managing Stakeholders with Corporate Social Responsibility from Course Pack |

<table>
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<tr>
<th>Week 3</th>
<th>Sept 10</th>
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| Overview of Marketing Strategic Planning (2)  
Guest Speaker: Jo Ann Henson, Librarian  
Consumers and Customer Relationship Management  
**Read:** Chapter 4  
**Read:** Case 2a Delivering Customer Service and Case 2b: Starbucks Loyalty Reigns  
Discussion questions:  
1. 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?  
2. Why have Starbucks’ customer satisfaction scores declined? Has the company’s service declined, or is it simply measuring satisfaction the wrong way?  
3. How does the Starbucks of 2002 differ from the Starbucks of 1992?  
4. 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?  
5. 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? |

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<thead>
<tr>
<th>Week 4</th>
<th>September 17</th>
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<tbody>
<tr>
<td><strong>Company write-up on chosen/approved firms for class project due:</strong> Include Industry, Revenue, Firms, and Strategic Business Units within firms, e.g. if Nike, golf or if Northrop Grumman, specific system or area. Include Bloomberg print also.</td>
<td></td>
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<tr>
<td>Business Buyers and Strategic Alliances</td>
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<tr>
<td><strong>Read:</strong> Chapter 5, Chapter 6</td>
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<tr>
<th>Week 5</th>
<th>September 24</th>
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<tbody>
<tr>
<td><strong>Target Marketing and Branding</strong></td>
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<tr>
<td><strong>Read:</strong> Chapter 5, Chapter 6</td>
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<tr>
<td><strong>Read:</strong> Case 3: Lenovo: Building a Global Brand</td>
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<tr>
<td><strong>Discussion Questions:</strong></td>
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| 1. Why did IBM want to sell its PC business? Why did IBM sell to Lenovo?  
2. What explains Lenovo’s success prior to the acquisition?  
3. What challenges did Lenovo face after the acquisition?  
4. How should Lenovo handle the brand management challenges associated with the acquisition?  
5. In trying to become a global brand, does Lenovo have a problem coming from China? |
| **Read:** Special Article on Branding (HBR) |

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<tr>
<th>Week 7</th>
<th>October 1</th>
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<tbody>
<tr>
<td><strong>Papers Part 1 Due</strong></td>
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<tr>
<td><strong>Positioning and Competition</strong></td>
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<tr>
<td><strong>Read:</strong> Chapter 8 Positioning and Competition</td>
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<tr>
<td><strong>Read:</strong> Case 6: BMWFilms</td>
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<tr>
<td><strong>Discussion Questions:</strong></td>
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| 1. Was the BMWFilms idea a good one? How successful has the campaign been?  
2. What was the motivation behind the idea? Who was the target market for the BMWFilms campaign?  
3. Describe the typical North American BMW customer. How does BMW’s U.S. customer base compare to that of its competitors?  
4. How healthy is the BMW brand in North America, relative to previous years? What (if any) are the current weaknesses in the BMW brand? What do you make of BMW’s growth strategy?  
5. What should McDowell do? Which option should he pick? |

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<th>Week 8</th>
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<tr>
<td><strong>Exam 1 (Chapters 1-8)</strong></td>
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<tr>
<td><strong>Work on papers</strong></td>
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<td>Week 9</td>
<td>Fall Break</td>
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<td>Oct 15</td>
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<tr>
<th>Week 10</th>
<th>Product</th>
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| Oct 22         | **Read:** Chapter 9  
|                | **Read:** Case 7: Apple Inc.  
|                | Discussion Questions:  
|                | 1. What, historically, have been Apple’s competitive advantages?  
|                | 2. Analyze the PC industry. Why did Apple struggle historically in PC’s  
|                | 3. How sustainable is Apple’s competitive position in smartphones?  
|                | 4. Evaluate Apple’s strategy for Apple Watch. Has Tim Cook taken the right approach? Would you suggest any course corrections?  |

| Service        | Read: Chapter 10  
|----------------|-------------------|
|                | **Read Case 8:** Four Seasons  
|                | Discussion questions:  
|                | 1. What distinguished the Four Seasons Hotels and Resorts chain in the marketplace? What is the service concept (value as perceived by the target customer)?  
|                | 2. How does Four Seasons deliver service consistently at 50 properties in 22 different countries?  
|                | 3. How do Four Seasons’ managers think about what should be centralized and what should be decentralized?  
|                | 4. How does Four Seasons use technology? If Four Seasons had a “technology strategy,” what would it be? Do you agree with it?  
|                | 5. What role do you see for the Four Seasons’ Internet site? Should it be used to lower costs or enhance revenues? How important is it to Four Seasons’ financial objectives?  |

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<th>Week 11</th>
<th>Price</th>
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| Oct 29         | **Read:** Chapter 11  
|                | **Read Case 9:** Heinz Ketchup: Pricing the Product Line  
|                | Discussion questions:  
|                | 1. How profitable are the current items in the product line for both Heinz and for retailers? Consider the profitability of both regular and promotional prices on a dollar and percentage basis.  
|                | 2. Why do manufacturers offer periodic trade deals to retailers, money that is sometimes not passed through to the end consumer?  
|                | 3. What are the consumption-adjusted margins, both for Heinz and for retailers, of the items currently offered? Consider both regular and promotional prices. (Consumption-adjusted margins are dollar margins that
reflect the fact that different package sizes of the same product may influence the rate at which customers consume the product. A natural question that arises from this phenomenon is how product managers should adjust their understanding of product profitability to reflect this possibility. Here is one simple way: Suppose a manufacturer makes $0.20 on a 10-oz. can of soup and $0.40 on a 20-oz. can of soup. In either case, the manufacturer makes $0.02 per ounce. But in this case, the larger size causes consumers to increase their consumption of soup by 30%, so the consumption-adjusted margins per ounce of the 20-oz. size can be calculated as $(0.40 \times 1.3) \div 20 = 0.026$, where the term in parentheses adjusts the dollar margin up to reflect the consumption expansion, and then that adjusted margin is divided by the number of ounces in the package size. This per-ounce margin is now directly comparable to the per-ounce margin of the 10-oz. size: $0.02$. (In this case, Heinz is making more money on the larger package size.)

4. How did the consideration of this consumption expansion inform your pricing and promotional plan? (A natural thing to do is to consider what we would need to do in terms of trade allowance to make customer purchases of larger sizes make sense for retailers and make sense for Heinz. Let’s consider the 46-oz. size. What level of trade allowance would be best given an analysis of the margins and consumption-adjusted margins for Heinz as well as for retailers?)

5. Are there other sizes we should consider promoting?

6. Are there items we should consider adding or removing from the current ketchup product line?

7. Beyond price promotions, how would you promote these new larger sizes to retailers and to consumers?

Week 12
Nov 5

**Distribution**

**Read:** Chapter 12, Chapter 13

**Read Case 10:** Zara: Fast Fashion

**Discussion questions:**

1. With which of the international competitors listed in the case is it most interesting to compare Inditex’s financial results? Why? What do comparisons indicate about Inditex’s relative operating economics? Its relative capital efficiency?

2. How specifically do the distinctive features of Zara’s business model affect its operating advantage? Specifically, compare Zara with an average retailer with similar posted prices. In order to express all advantages / disadvantages on a common basis, you may find it convenient to assume that on average, retail selling prices are about twice as high as manufacturers’ selling prices.

3. Lay out the linkages among Zara’s choices about how to compete, particularly ones connected to its quick-response capability, and the ways in which they create competitive advantage. What does the exercise suggest about such capabilities as bases for competitive advantage?
4. Why might Zara “fail”? How sustainable would you calibrate its competitive advantage as being relative to the kinds of advantages typically pursued by other apparel retailers?

5. How well does Zara’s advantage travel globally?

6. What do you think of Zara’s past international strategy? Evaluate, in particular, its past strategy for (product) market selection, its mode of entry, and its standardization of its marketing approach.

7. What is the best way to grow the Zara chain? How, specifically, do you see prospects in the Italian market? And more broadly, what do you think about the strategy of focusing on Europe versus making a major commitment to a second region?

8. What other strategic recommendations would you make to Inditex CEO Jose Maria Castellano?

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Week 13
Nov 12

Promotion

Read: Chapter 14, Chapter 15, Chapter 16

Read Case 11: Google Advertising

Discussion questions:
Answer the questions in the text of the case. Which choices made by Google’s executives do you believe had the most impact on Google’s success? Explain your reasoning and focus on the following:

1. Did it make sense for Google to begin experimenting with new advertising formats while protecting and growing its core, online, text-based advertising business, anchored by its existing AdWords and AdSense programs?

2. Who is their primary customer?

3. How do they prioritize their core values and impact their shareholders, employees and customers?

4. What critical performance variables should they track?

5. What strategic boundaries should be set or have been set?

6. How are they generating creative tensions (innovation)?

7. How committed are employees to helping the firm and helping each other?

8. What strategic uncertainties might keep them awake at night? How can they adapt to change?

Week 14
Nov 19

Exam II (Chapter 9 to Chapter 16)

Work on Papers

Week 15
Nov 26

Final Paper Due

Team project presentations and Review of the Exam II

Presentation slides and commercial if you choose to do the extra credit work due via Blackboard before class on the day of presentation
Team project report due in paper format and via Blackboard by the beginning of class for all teams.

| Week 16 Dec 3 | Complete presentations and course wrap-up. Peer evaluation of team work form due by end of class (Submit on paper to me. Please do NOT submit via email) |

Attachment 1

Academic Integrity Guidelines

**School of Business Recommendations for Honor Code Violations**  
*Approved May 2016*

**UG-Non Freshman Students (including transfer students)**

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
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<tbody>
<tr>
<td>Plagiarism</td>
<td><strong>1. Failure to cite/attribute sources</strong>&lt;br&gt;2. Representing someone else’s work as the student’s own (e.g., copying and pasting)</td>
<td><strong>An F in the class; referral to Writing Center; and Academic Integrity Seminar completion</strong>&lt;br&gt;<strong>An F in the class; referral to the Writing Center; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</strong></td>
</tr>
<tr>
<td>Cheating</td>
<td><strong>1. On a minor assignment (e.g., homework, quizzes)</strong>&lt;br&gt;2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td><strong>An F in the class; and Academic Integrity Seminar completion</strong>&lt;br&gt;<strong>An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension</strong>&lt;br&gt;<strong>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</strong></td>
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<tr>
<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td><strong>An F in the class; and Academic Integrity Seminar completion</strong>&lt;br&gt;<strong>An F in the class; Academic Integrity Seminar completion, and at least one semester suspension</strong></td>
<td><strong>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</strong></td>
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<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td><strong>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one year suspension</strong></td>
<td><strong>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</strong></td>
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Note: The Academic Integrity Seminar used by Office of Academic Integrity costs $100.