George Mason University School of Management  
MKTG 471.002 – Marketing Management  
Spring 2014

Contact Information

Instructor  Alex R. Zablah, Ph.D.
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Office phone  703.993.4174
Office hours  Please email me to set up an appointment for a meeting.

Course Basics

Course materials  
Course case and note packet – available for purchase ($7.90) from Harvard Business School Press [https://cb.hbsp.harvard.edu/cbmp/access/23339162](https://cb.hbsp.harvard.edu/cbmp/access/23339162) (remove the optional audio tracks from the packet unless you need them)
Course simulation – purchase ($35) and access via [http://www.links-simulations.com/](http://www.links-simulations.com/) after simulation teams have been set-up
Course lecture materials – available for download via the course website

Course website  Blackboard @ My Mason Portal, [https://mymasonportal.gmu.edu](https://mymasonportal.gmu.edu)
Meeting time  Wednesday 7:20 p.m. – 10:00 p.m.
Meeting location  Fairfax: Robinson Hall B104
Prerequisite  Senior standing; C or higher in MKTG 312 and 351; degree status

Course Objective

To provide you with the understanding necessary to develop and implement marketing strategies that profitably satisfy customers’ needs.

Learning Outcomes

Upon the successful completion of this course, you will:

1. Understand theoretical frameworks that inform successful marketing strategies and tactical marketing programs.
2. Be familiar with data-driven analyses and tools commonly used to support marketing decision-making.
3. Gain an appreciation for the dynamic interplay between marketing program elements.
4. Comprehend how marketing contributes to firm performance and influences/is influenced by other business functions.
Basic Expectations

Both students and instructors tend to have expectations as they begin a new course or term. Over the duration of my career, I have found that certain critical expectations tend to be common among both students and the instructor and, as such, provide the foundation for a successful course. In no particular order, these core mutual expectations are as follows: (1) pre-class preparation, (2) in-class engagement (which requires physical presence), (3) respect for all individuals, and (4) integrity in all dealings. I ask all of my students to live up to these expectations and commit to doing so myself.

Course Structure and Policies

Nature of the Course

I designed the course to maximize learning outcomes while keeping in mind the constraints imposed by our relatively long class meetings, your workload in other courses, and the personal and professional demands on your time (i.e., the course will be very challenging but manageable). Specifically, the course involves a mixture of lectures, readings, case discussions, exercises, and a large-scale simulation. There will be ample time in class for questions, discussion of current business events, and the sharing of relevant professional and personal experiences. Please note that adequate pre-class preparation – by completing assigned readings, assignments, and simulation runs – is critical to your learning and performance in the course.

Academic Integrity

Academic dishonesty, in any form, will not be tolerated. Please familiarize yourself with George Mason University’s policies regarding plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions. Violations of academic integrity guidelines, willful or otherwise (e.g., due to ignorance of existing policies), will be severely punished and may result in a failing course grade, a failing grade on a course assignment, and/or other penalties deemed appropriate by the University’s Honor Committee. More information about George Mason University’s academic integrity guidelines can be found online at: http://academicintegrity.gmu.edu/

While it is difficult to anticipate all possible student actions that violate academic integrity standards, I offer the following as examples of behaviors that are (a) a clear violation of academic integrity guidelines, and (b) punishable by a failing grade in the course:

1. Relying on case solutions posted on the Internet (or obtained elsewhere).
2. Obtaining copies of old course exams, exam questions, case solutions, and assignments from current or former students.
3. Executing individual course assignments in collaboration with others, especially when such collaboration leads a student to change his or her answer(s) on an assignment.
4. Relying on unauthorized materials (including others’ answers) during an exam.
5. Helping others cheat.
6. Plagiarism of materials from any source.

Course Participation, Attendance & Tardiness

Given the nature of the course and audience, student attendance and participation is critical to each student’s learning and to the learning of his or her classmates. I thus expect all students to be in class every day (for the full class period), engaged, and ready to go. Tardiness and absences will have a meaningful negative impact on your course participation grade. Further, the course exams are based primarily on class lectures; thus, absences are also very likely to lead to poor performance on the course exam. Please note that it is your responsibility to catch up with course materials in the case of absence, and I am unwilling to offer assistance to those students who are chronically absent.
Student participation in case discussions, during lectures, and as part of class and group exercises will be graded after each class period. Participation grades are based on the: (1) extent of peer interaction, (2) level of preparation, (3) level of participation, (4) contribution quality, (5) in-class group dynamics, (6) attendance and tardiness, and (7) professionalism. You will complete a course contribution self-assessment at the end of the term that I will consider when assigning participation grades. Please review this contribution self-assessment form (posted in Blackboard) for insight into each of these participation elements and their relative importance. Course participation grades will be assigned at the end of the term only. You will, however, receive a participation “progress report” around the mid-point of the course.

Please note that you are responsible for your level of engagement and contribution during class sessions. I will not seek out individual student participation for grading purposes; it is students’ responsibility to ensure that their work and perspective has a constructive influence on class and case discussions.

Course Activities and Assignments

Course Exams (Individual)

Unless otherwise noted, exams will focus primarily on topics emphasized during course lectures and discussions. Examinations may consist of a mix of multiple choice, true/false, and short answer questions. Some exam questions will assess students’ understanding of fundamental concepts while others will challenge students to apply the material they have learned. As a general policy, students will not be allowed to keep a copy of graded exams, but are welcome to make an appointment to review their exams with the course instructor. Failure to return graded exams will result in a grade of zero for that exam. Students must bring a scantron and #2 lead pencil to all exams.

Make-up Exam Policy

Tests will be conducted on the dates indicated in the course schedule; students who arrive more than 15 minutes late to class on exam days will not be allowed to complete the exam and will receive a grade of zero. Makeup tests will only be granted in extreme circumstances to students who provide a valid reason for their absence; decisions regarding make-up exams will be made on a case-by-case basis. Students seeking a make-up exam will be required to provide corroborating evidence (e.g. detailed doctor’s note, receipt for medical services showing a date/time of treatment) which convincingly demonstrates that an exception is warranted. Per University policy, documented absences due to personal illness or family emergency constitute acceptable bases for missing exams (pre-planned weddings, vacations, and the like are not acceptable reasons for absence from an exam). In an attempt to preserve the integrity of the testing process, I reserve the right to change the content and/or format of exam questions.

Case Preparation and Write-Ups (Individual)

Adequate case preparation is critical for the fruitful in-class discussion of assigned cases. Prior to each case discussion session, students are expected to individually: (1) read, analyze, and digest the case, and (2) complete a case write-up. Case write-ups must address the assigned case questions (posted in Blackboard under the course materials section), be type-written (in at least 11 pt. font), professionally formatted, and limited to a maximum of three single-spaced pages with margins of at least one inch. Completed case write-ups are graded along two dimensions: (1) demonstrated effort (50%) and (2) adequacy of the logic and arguments used to support answers to case questions (50%).

IMPORTANT: Case write-ups must be turned in as hard-copies in class. Make-up opportunities are not available for case analysis write-ups that are not turned in by the due date or in compliance with the course late assignment policy (again, no exceptions).
New Product Stud or Dud (Individual)

Visit www.kickstarter.com to identify a new product (good or service) that is currently being crowd-funded in the site (the product should have at least 7 days to go in its fund-raising process). After selecting the product, complete a one page write-up (11 pt. font minimum, single spaced, type-written) that (1) describes the product, (2) explains how the product is “new” in some way, (3) and offers your assessment (along with supporting rationale) regarding whether or not the product is likely to succeed. A hard copy of the assignment must be turned-in during class on its due date. You will each be asked to present your product to the class and are thus encouraged to bring in a picture of the product to share with others. The assignment will be graded along two dimensions, each worth 50%: (1) demonstrated effort and (2) adequacy of the logic and arguments used to support part three of the assignment (i.e., assessment of the product’s likelihood of success or failure).

Course Simulation (Group)

Simulation Runs. The course simulation is the learning centerpiece of the course. The simulation challenges you, along with your teammates, to manage a firm directly competing against other firms in the industry. Your goal as managers is to improve the firm’s performance over time. To do so, you work with your team to make quarterly decisions regarding demand generation (i.e., marketing strategy and programs), manufacturing, distribution, service levels and so on for six periods. Your team’s grade on the simulation is assigned using a multi-factor, within industry quantitative performance measure (see the simulation manual for further details). All simulation runs are completed on the dates and times indicated in the course schedule. It is not possible to make-up a missed run. Are you ready to dominate the competition?

Do not underestimate the challenge posed by the simulation or the commitment required to successfully compete in the simulation. Each run of the simulation is equivalent to a comprehensive case analysis. Expect to spend between 3 to 4 hours preparing your decisions for each run of the simulation.

Simulation assignments will be completed in groups of 4 to 5 students. I will use peer evaluations to assign each student’s grade on the simulation assignments, including the simulation run, post-action reviews, and marketing plan presentation. Specifically, I will multiply students’ grades on the simulation assignments (e.g., 90%) by their average peer evaluation score (e.g., 70%) to arrive at the individual student score (e.g., 90% x 70% = 63%).

Students are strongly encouraged to alter their team situation (e.g., quit from a team, move to a new team, etc), in consultation with the instructor, if they feel that they will be unable to work with or perform well as a member of a particular group (students should easily be able to assess their group “fit” after the initial team meeting). All students who choose to remain as part of a group are expected to contribute equally to the successful completion of the project. Failure to equally contribute to the course project due to group dynamic issues (e.g., they did not let me participate, I could never meet when they wanted to meet, they kept changing their minds about our meetings, I tried but they would not let me, etc.) is unacceptable and will be heavily penalized through the peer evaluation process (see below).

IMPORTANT: When you run into “trouble” or have questions about the simulation, your natural tendency will be to reach out to the instructor for help. While I am here to help, please note that there is a limit on how much assistance I can offer in order to be fair to all of your “rivals.” So, here is my advice when you have a question: check the manual! If the answer is not in the manual, check it again! If it’s still not there, check the FAQs page on the simulation website. If the FAQs fail you, then come to me. I am happy to provide assistance – however, teams that over-rely on my direction will accrue a “consulting fee” penalty that starts at $100,000 for every help session lasting 10 minutes or less.

Post-Action Reviews. After each simulation run, all teams must submit a post-action review to the instructor via Blackboard. The post-action reviews are very brief documents that offer insight regarding
the critical decisions the simulation team just made. A template that all teams must use to complete the post-action reviews is provided in the course website, along with its grading rubric. IMPORTANT: teams that fail to complete their simulation run (i.e., do not change their decisions from the preceding quarter) automatically receive a grade of zero on the post action review (no exceptions). Finally, to encourage active reflection, particularly thoughtful (and on time) post-action reviews may receive $100,000 simulation bonuses that will appear as “consulting fee” credits during the subsequent simulation period.

Marketing Plan. Each simulation team will complete an annual marketing plan and submit it for evaluation via Blackboard (MS Word format). The assignment requires that students select the simulation company’s poorest performing product at the end of the scheduled runs and develop a forward-looking marketing plan for the product. The marketing plan should build on the data available from the simulation runs and focus on the four quarters following the completion of the simulation exercise. Full details on the assignment and the associated grading rubric are provided on the course website.

Late and Missed Assignment Policy
Late assignments incur a 10% penalty per calendar day and are accepted up to three calendar days after their scheduled due date. You must inform the instructor if you plan to submit a late assignment. Assignments turned in three days after their scheduled due date will automatically receive a grade of zero. Make-up opportunities are not available for any missed assignments or assignments submitted outside the three day late submission window. The late assignment policy does not apply to simulation runs. Simulation run decisions must be entered into the system by the assigned date and time; otherwise you forfeit all points corresponding to the run’s post-action review.

Miscellaneous

Students with disabilities
Students that need special accommodations and have a “Faculty Contact Sheet” from the office of Disability Services (http://ods.gmu.edu) should let the instructor know as soon as possible. The instructor will make the necessary adjustments for students with disabilities based on the recommendations and guidance provided by the Student Disability Services experts.

Blackboard Course Website
Lecture presentations and other relevant course materials will be distributed via the course’s Blackboard website (https://mymasonportal.gmu.edu/). Exam grades will be promptly posted in the course website as well. It is your responsibility to download and print any documents that will be used in each lecture—before coming to class. Make sure to periodically check the website for announcements and changes. If you are experiencing problems with Blackboard, please let me know about it and contact the ITU Support Center at 703.993.8870. It is essential that students have Blackboard access starting on day one of the semester and it is their responsibility to ensure that they can successfully logon to the system.

E-mail
The instructor will often utilize the official university e-mail system (i.e., MasonLIVE) to communicate important course information. Students should check their university email address on a regular basis (see http://masonlive.gmu.edu for more information). When contacting the instructor via e-mail, please do so directly at azablah@gmu.edu.

Extra Credit
You may be given an opportunity to earn extra credit for voluntarily participating in experimental studies or completing survey instruments. Points awarded will vary depending upon the complexity of the assignment. This is the only form of extra-credit provided in the course (and its occurrence is rare).
Disruptive Behaviors
As a courtesy to their peers and instructor, students should turn off their cell phones, pagers, laptops, and other similar types of electronic devices before class starts. Surfing the web, text-messaging, reading the newspaper or fielding phone calls during class is very disruptive (not to mention disrespectful) and will not be tolerated. The instructor reserves the right to seize the electronic equipment of students who violate this policy for the duration of the class period and to dismiss repeat violators from class. Student participation is critical to the success of this course—however, be aware that student comments should be appropriate for and directed towards the entire class. Students that engage in “private conversations” or make offensive comments will also be excused from class.

Food and Beverages
Snacks and beverages (non-alcoholic, of course) are permitted in class as long as their consumption is not disruptive to peers and the instructor. This is a privilege—please do not abuse it.

Miscellaneous
Students who plan to miss class for religious reasons should inform me of their expected absence during the first two weeks of the semester. George Mason University offers students’ different types of assistance, including counseling services (http://caps.gmu.edu/) and English writing assistance (http://writingcenter.gmu.edu/). Please take advantage of these valuable resources as needed. When inclement weather affects the area, check the University website (www.gmu.edu) or call the university switchboard (703.993.1000) to learn about changes to the University schedule.

Changes to the syllabus
The instructor reserves the right to modify this syllabus, if necessary, but will make every effort to avoid any changes and will give prior notice of any modifications.

Course Grading
Course grades are assigned using the assignment weighting and grading scale noted below. Students are responsible for the grade they earn in the class – the instructor will not engage in any grade negotiations due, for example, to students who are under pressure to make a certain grade in order to avoid some negative outcome (e.g., not graduating, loss of a job offer, etc.). Grades will only be adjusted when computational mistakes are made; students should inform the instructor of any such errors as soon as possible.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>A+</th>
<th>97-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
<td>A</td>
<td>94-96%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>Case write-ups (3)</td>
<td>10%</td>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>New product “stud or dud” assignment</td>
<td>5 %</td>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td><strong>Course Simulation</strong></td>
<td></td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>Group post-action reviews (5)</td>
<td>10%</td>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>Simulation performance</td>
<td>10%</td>
<td>F</td>
<td>&lt;60%</td>
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<tr>
<td>Marketing plan</td>
<td>15%</td>
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Tentative Course Schedule: Deviations from this schedule may be necessary.

<table>
<thead>
<tr>
<th>When</th>
<th>Lecture</th>
<th>Other Activities</th>
<th>Readings</th>
<th>Simulation</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 19-25)</td>
<td>Introduction to Marketing</td>
<td>-Course overview -Introductions</td>
<td>Chapter 1 (O)</td>
<td></td>
<td>-Case 1 write-up (C)</td>
</tr>
<tr>
<td>Week 2 (Jan 26-Feb 1)</td>
<td>Situation Analysis</td>
<td>Case 1 Discussion: Launching Krispy Natural</td>
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<td></td>
<td>-Case 2 write-up (C)</td>
</tr>
<tr>
<td>Week 3 (Feb 2-8)</td>
<td>Customer Analysis</td>
<td>-Simulation overview -Form simulation teams</td>
<td>Chapters 5 and 6 (O)</td>
<td></td>
<td>Register for simulation by Feb 12 @ 7:20 p.m.</td>
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<tr>
<td>Week 4 (Feb 9-15)</td>
<td>Segmentation &amp; Targeting</td>
<td>Case 2 Discussion: The Fashion Channel</td>
<td>Chapter 7 (O)</td>
<td></td>
<td>New product stud or dud write-up</td>
</tr>
<tr>
<td>Week 5 (Feb 16-22)</td>
<td>Positioning</td>
<td>-New product stud or dud discussion -Mid-term exam overview</td>
<td>-LINKS Simulation Manual (all) -Chapter 12 (O)</td>
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<tr>
<td>Week 6 (Feb 23-Mar 1)</td>
<td>Marketing Planning</td>
<td>-Case 3 Discussion: LINKS Bad -Course mid-term evaluation</td>
<td>-LINKS Simulation Manual (all) -Chapter 2 (O)</td>
<td></td>
<td>-Case 3 write-up (C)</td>
</tr>
<tr>
<td>Week 7 (Mar 2-8)</td>
<td></td>
<td>Mid-term exam</td>
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<tr>
<td>Week 8 (Mar 16-22)</td>
<td></td>
<td>-Simulation refresher -Forecasting exercise (bring laptop to class with Internet access) -Return exams</td>
<td>LINKS Simulation Manual (focus on forecasting)</td>
<td>Simulation is initialized</td>
<td></td>
</tr>
<tr>
<td>Week 9 (Mar 23-29)</td>
<td>Pricing</td>
<td>-Simulation research study tutorial -Plan R.1 decisions</td>
<td>-LINKS Simulation Manual (focus on research reports) -Chapter 12 (O)</td>
<td>R.1 by Sat Mar 29 @ 9:00 p.m.</td>
<td>-Bring simulation Q3 results to class -R.1 post-action review by Mar 29 @ 11:59 p.m. (BB)</td>
</tr>
<tr>
<td>Week 10 (Mar 30-Apr 5)</td>
<td>Managing &amp; Developing Products</td>
<td>Plan R.2 decisions</td>
<td>Chapter 10 and 11(O)</td>
<td>R.2 by Sat Apr 5 @ 9:00 p.m.</td>
<td>-R.2 post-action review by Apr 5 @ 11:59 p.m. (BB)</td>
</tr>
<tr>
<td>Week 11 (Apr 6-12)</td>
<td>Distribution</td>
<td>Plan R.3 decisions</td>
<td>Chapter 13 (O)</td>
<td>R.3 by Sat Apr 12 @ 9:00 p.m.</td>
<td>-R.3 post-action review by Apr 12 @ 11:59 p.m. (BB)</td>
</tr>
<tr>
<td>Week 12 (Apr 13-19)</td>
<td>Marketing Communications</td>
<td>-Plan R.4 decisions -Work on marketing plan</td>
<td>Chapter 15 (O)</td>
<td>R.4. by Sat Apr 19 @ 9:00 p.m.</td>
<td>-R.4 post-action review by Apr 19 @ 11:59 p.m. (BB)</td>
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<td>Week 13 (Apr 20-26)</td>
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<td>-Plan R.5 decisions -Work on marketing plan -Final exam overview</td>
<td>-R.5/6 decisions by Thu Apr 24 @ 9:00 p.m. (double run)</td>
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<td>-R.5 post action review by Apr 24 @ 11:59 p.m. (BB)</td>
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<tr>
<td>Week 14 (Apr 27-May 3)</td>
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<td>-Student-led simulation debrief -Complete marketing plan</td>
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<td>All by May 2nd @ 11:59 p.m.: -Peer evaluations (BB) -Contribution self-assessment (BB) -Simulation marketing plan (BB)</td>
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<tr>
<td>May 7</td>
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<td>Final Exam (7:30-10:15 p.m.)</td>
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Notes: CP=HBSP case packet. BB=Assignment must be submitted via the Blackboard course website. Q=Qualtrics (link provided via Blackboard). C=hard copy due in class. Ooptional.