**Professor:**
Brett Josephson  
Office: Enterprise Hall 124  
Telephone: 703-993-4207  
E-mail: bjosephs@gmu.edu  
Office Hours: Monday 4:00pm -6:00pm or by appointment

**Course Materials:**
MarkStrat: Marketing strategy simulation package.

To succeed in this course, you must not only read the assigned materials, but you must also analyze them carefully. Come to class prepared to discuss the readings. Think about each reading from both a conceptual and a practical perspective. As you read the materials, ask yourself:
- What are the key points being made?
- How can I analyze the arguments being made?
- So, what? Why does this matter?
- How does my own firm/industry apply the First Principles?
- What are the implications for my career prospects?

**Course Description:**
*Marketing Management* develops market-based knowledge and skills for effective marketing decision making, strategy design, implementation, and evaluation in wide variety of institutional and competitive situations. Addresses the importance of companies being market-driven and customer-focused. Emphasis on case studies, team work, and projects.

I will use the “Tell-Show-Do” sequence to give you hands-on experience in using the course materials for making marketing decisions. The first part uses lectures to present and discuss course topics. Reading the assigned material prior to class and active involvement during the lecture will increase the value you gain from the class, as well as make it more interesting for everyone. During some sessions, in-class exercises function to make the topic more “real,” and not just an academic exercise. The second part of many sessions will often include an in-class exercise, case discussion, data analysis, or MarkStrat discussion, usually related to the same topic as the lecture. Similar to the expectations in your other classes, preparation is paramount to making the class discussion valuable.
Each team will compete against the other teams within a simulated business environment using MarkStrat. Marketing decisions involving new product development projects, product attributes, pricing, advertising, and resource allocation will affect each firms’ market share and financial performance.

**Course Goals and Objectives**

**Marketing Management** is one of the core courses in the MBA program. The program focuses on the MBA Program Goals 2 and 3.

2. **Knowledge of Functional Business Disciplines:** Identify and represent knowledge of all core functional areas of business and an ability to integrate them into a meaningful firm level perspective.

   This course focuses on marketing and its strategic function within the firm. If you will be focusing on marketing in your graduate work or career, you will be prepared to take on marketing management functions based on a comprehensive and strategic framework. If you are not, you will develop a profound understanding of the dynamics of how a firm generates revenue through interaction with the market.

3. **Analytical Decision Making:** Demonstrate the ability to analyze uncertain complex management situations using appropriate tools, techniques, and information systems for decision-making. You will explore in-depth the First Principles of Marketing and their interactions. Execution of marketing plans requires understanding the complex dynamics of a firm and how it interacts with its market, and, how to make strategic and effective choices among the many options available to the firm.

   Learning Goals Numbers 1 and 4 are not specifically addressed in the course; the focus is on Numbers 2 and 3. The course, within the MBA program, forms an essential part of the overall program Learning Goals.

   Your progress against these goals will be measured through the class project, examinations, and class participation.

**Basis for Evaluation:**

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam (Take Home)</td>
<td>300</td>
</tr>
<tr>
<td>MarkStrat Simulation</td>
<td></td>
</tr>
<tr>
<td>MarkStrat Diary</td>
<td>100</td>
</tr>
<tr>
<td>MarkStrat Simulation Performance</td>
<td>300</td>
</tr>
<tr>
<td>Simulation Analysis Writeup</td>
<td>100</td>
</tr>
<tr>
<td>Total Project Points</td>
<td>500</td>
</tr>
<tr>
<td>Class Participation</td>
<td>200</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000</td>
</tr>
<tr>
<td>Case Analysis (extra credit)</td>
<td></td>
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<tr>
<td>Team write-up &amp; presentation</td>
<td>75</td>
</tr>
</tbody>
</table>
Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>930 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 929 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>700 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>Below 700 points</td>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

Students are reminded that the MBA program has specific expectations of students in terms of grades.

Examinations and examination policies:
Students are expected to adhere to the highest standards of academic integrity in testing and in all assignments. Any form of cheating during the exam will result in filing an accusation with the Office of Academic Integrity. We will discuss the Faculty recommended sanction for Honor Code violations in class and a copy will be posted on the course Blackboard site.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.

Final Exam (300 points)
The exam will be an open-book take-home exam. The goal is to further assess your understanding of the core conceptual materials discussed in the class. The exam will consist of a mixture of essay, multiple choice, and quantitative questions based on the content discussed during the semester. You will be given at least 1 week to complete the exam. An electronic version of your answers will be submitted via blackboard. The final exam is due Wednesday, March 6th by 11:55 PM EST.

MarkStrat Simulation (500 points)
Each student is required to purchase and register for access to the MarkStrat simulation PAK. Please complete the following steps to gain access.

1. Go to https://shop.stratxsimulations.com/ (If nothing happens, copy and paste the link in a new browser)

2. Enter the file number: P5C17EEA

3. Tick that box indicating you are not a robot and click ENTER

4. Verify the order and register on the ecommerce site

5. Complete the order process

Each of you will be placed in a team of 4-6 people. Each team will leverage the MarkStrat simulation to run a business, in competition with the other teams in the
course to create a dynamic environment. The simulation software (MarkStrat) is very sophisticated, as you will be responsible for making numerous strategic decisions that ultimately affect the performance of your core offering (Vodites and Sodites). The system allows you to use your available resources (free cash flow) to acquire research reports, evaluate past performance, respond to competitive actions, and make numerous marketing decisions.

The first two weeks of the course will act as a trial section. Each week represents 1 “year” in the simulation. Teams must make/finalize all of their strategic decisions by Monday at 10:00am EST. At that time, the simulation will run to the next week (i.e., year). After week 2, the simulation will be reset, and the scores will start counting toward your final grade.

You and your team will be evaluated on three components of the MarkStrat simulation.

1. **6 Weekly Diaries (100 points).** Starting in week 2, each team will submit a recap/diary (~ 250-300) words of the key decisions and strategies they were wrestling with/thinking about for that simulation year. Tell me about the factors/dilemmas or challenges you and your team mates had deciding on your allocation strategy or your overall strategic mindset? Use this as an opportunity to express what you think the simulation is trying to demonstrate. I want to know what things you and your group were thinking about and how you made your key decisions.

2. **MarkStrat Simulation Performance (300 points).** Your overall results will be evaluated based on the final stock price of your firm at the end of simulation (week 8). This will determine your final standing in the MarkStrat simulation compared to your classmates. The final simulation round will commence on **Friday, March 1st, 2019 at 10:00am EST.**

3. **Simulation Analysis Write-up (100 points).** The last aspect of your evaluation will be a 1000-word writeup/post mortem analysis of the MarkStrat simulation. Each team will summarize the final 6 weeks of the simulation along two key points: 1) what did the simulation demonstrate to you and your team about the causal nature of resource allocation decisions and outcomes? In other words, what did you learn about how your inputs (dollars, features, markets, etc.) affect the outcomes? And 2) What would you and your team do differently if it had to start all over? **The write-up is due by 11:55 PM EST Sunday, March 3rd, 2019.**

**Specific responsibilities:**

To meet the course objectives, you will use reading, assignments, project, discussion, and research. Attendance is expected. Much of the material will be developed in class and in discussion. If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or Blackboard.

Detailed class and reading assignments will be made during the course. Cases and exercises for each chapter and class will be identified prior to the class. Assignments will be posted on Blackboard.
Class participation (200 points):
All students are expected to be prepared for discussions and to participate in them; this class will be greatly enhanced when students actively participate. Discussion and dialogue are essential to develop communication skills and explore topics in depth.

You will be evaluated on participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings working effectively in class, and completing end of class application assignments.

To earn the full points, you should:
• Volunteer examples, insights and responses in class.
• Demonstrate having read assignments, thought about the questions, and analyzed materials.
• Build on the comments of others — disagreeing where appropriate but also supporting the comments and integrating viewpoints.
• Share expertise and experiences relevant to the discussion.
• Comment on the substance and topic of the classes demonstrating integration of the materials.
• Diligently complete all end of class application assignments. These assignments are designed to demonstrate the material/concepts discussed in that lecture.

Not everyone likes speaking up in a class situation. If, however, a student does not enter the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. You cannot participate if you do not attend class. You do not have to wait for the instructor to ask a question.

Written materials
All work is due at the date or the date and time specified. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted, late work will receive a lower grade. All work must be completed by the final examination.

Documents should be formatted as follows:
Double-spacing, Times New Roman or Cambria font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number.

To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.
Do not use binders or portfolios. All deliverables should also be submitted electronically to Blackboard. If Blackboard is not available than send materials to bJosephs@gmu.edu

Community Standards of Behavior
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.

George Mason University Honor Code
Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: 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 of academic integrity 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.

In this course, students are evaluated individually. While individuals may wish to consult, analyze, and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.
I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students, and all faculty. I will discuss these in class, though I hope I will not have to use them, and they will be posted on the course Blackboard site.

**Student resources**

You will use the GMU library resources for research. We will discuss some available databases in class, but you are expected to know how to use electronic database resources. If you are having problems finding the information you need, you should use the available research guides/tutorials or contact Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business

If you are a student with a disability and you need academic accommodations, please see me, and contact The Offices of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc

If business writing is unfamiliar or if it is not one of your strengths, you are encouraged to seek the support of the Writing Center.

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

Counseling Center: George Mason University has a counseling center that can aid if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at http://www.gmu.edu/departments/csd/c.

There are several additional resources available to you on the School of Business website.

In addition, University Life has many resources available to students. You should explore these offering and take advantage of every one of these you can.

Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu

An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on http://www.gmu.edu/service/cert
# Matrix of topics, reading assignments and case activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Key topics</th>
<th>Reading</th>
<th>Activity/assignment</th>
<th>MarkStrat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Course intro; Four Principles; marketing strategy</td>
<td>-Chapter 1</td>
<td>-Team formation</td>
<td>-Practice round 1</td>
</tr>
<tr>
<td></td>
<td><strong>Part 1: All Customer Differ</strong></td>
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<tr>
<td>Week 2</td>
<td>Sources of customer heterogeneity; managing customer heterogeneity; STP; customer centric approach; SWOT</td>
<td>-Chapter 2</td>
<td>-MarkStrat Diary submission #1</td>
<td>-Final practice round</td>
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<td></td>
<td><strong>Part 2: All Customers Change</strong></td>
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<tr>
<td>Week 3</td>
<td>Sources of customer dynamics; approaches to managing customer dynamics; lifecycles; dynamic segmentation; lost customer analysis; CLV; input/outputs; process; AER</td>
<td>-Chapter 3</td>
<td>-MarkStrat Diary submission #2 - Cases assigned to each team</td>
<td>-MarkStrat year 1 -2nd diary</td>
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<tr>
<td></td>
<td><strong>Part 3: All Competitors React</strong></td>
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<tr>
<td>Week 4</td>
<td>Reactions; SCA; sources of SCA; evolution of SCA in marketing; customer equity; BOR equity stack; input/outputs; process</td>
<td>-Chapter 4</td>
<td>-MarkStrat Diary submission #3</td>
<td>-MarkStrat year 2 -3rd diary</td>
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<tr>
<td>Week 5</td>
<td>Brand basics; brands as SCA; loyalty; brand positioning; brand architecture; brand extensions; building brand equity; IMC; research approaches</td>
<td>-Chapter 5</td>
<td>-MarkStrat Diary submission #4</td>
<td>-MarkStrat year 3 -4th diary</td>
</tr>
<tr>
<td>Week 6</td>
<td>Offering and innovation basics; offerings and innovation as SCA; developing innovative offerings; disruption; launching and diffusing innovative offerings; building offering equity; research</td>
<td>-Chapter 6</td>
<td>-MarkStrat Diary submission #5</td>
<td>-MarkStrat year 4 -5th diary</td>
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<tr>
<td>Week 7</td>
<td>Relationship marketing basics; relationships as SCA; relationship marketing theory; building and maintaining relationships; targeting and adapting relationship marketing strategies;</td>
<td>-Chapter 7</td>
<td>-MarkStrat Diary submission #6</td>
<td>-MarkStrat year 5 -6th diary</td>
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<tr>
<td>Building relationship equity; measuring relationship equity</td>
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**Part 4: All Resources Are Limited**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Sources of resource trade-offs</th>
<th>-Chapter 8</th>
<th>-Case Analysis and Presentations</th>
<th>-MarkStrat year 6 -Case Analysis</th>
</tr>
</thead>
</table>

**Final Deadlines and Due Dates:**
MarkStrat Simulation Analysis Write-up is due Sunday, March 3rd, 2019
Case Analysis Write-up is due Sunday, March 3rd, 2019
Final Exam is due Wednesday, March 6th, 2019.