COURSE INSTRUCTOR: Dr. Jessica Hoppner

CONTACT INFORMATION:
- OFFICE: Fairfax Campus: Enterprise Hall 130
- EMAIL: jhoppner@gmu.edu (preferred method of contact)
- OFFICE TELEPHONE: (703) 993 – 1796
- OFFICE HOURS: By appointment in Arlington or Fairfax (Please email to schedule)

COURSE MEETING TIMES:
- CLASS TIME: Tuesdays 6:30 – 10:05pm
- April 19th – June 25th, 2016
- Fairfax Campus: Mason Hall D023

FINAL EXAM: Saturday June 25th TBD (Afternoon Session)

COURSE DESCRIPTION: Marketing Management develops market-based knowledge and skills for effective decision making, strategy design, implementation, and evaluation in a wide variety of institutional and competitive situations. The course addresses the importance of companies being market-driven and customer-focused.

COURSE PREREQUISITES: Admission to the MBA program

COURSE WEBSITE: Blackboard @ My Mason Portal, https://mymasonportal.gmu.edu

COURSE MATERIALS: Course Case and Note Packet – available for purchase at http://cb.hbsp.harvard.edu/cbmp/access/48859358
Course Readings – available via GMU Library’s e-resources (http://library.gmu.edu/)
Course Lecture Materials – available on our Course Website

COURSE SYLLABUS: This syllabus is designed to be as complete as possible. The instructor reserves the right to modify the syllabus, if necessary, but will make every effort to avoid making any changes and will give prior notice of any modifications. Students are responsible for reading this syllabus and are accountable for the requirements contained therein.
COURSE STRUCTURE

NATURE OF THE COURSE:
The course has been designed 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. **In other words, this course will be challenging but manageable.**

Specifically, this course involves a mix of lectures, readings, exercises, case discussions, and team-led discussions. Students are encouraged to ask questions, bring up current business events, and share professional as well as personal experiences when relevant to the class material, even during lectures. Please note that adequate pre-class preparation – by completing assigned readings and assignments – is critical to your learning and performance in this course.

MBA PROGRAM LEARNING GOALS:
1. **Teaming & Leading:** Our graduates will demonstrate the team leadership and interpersonal skills needed to form, lead, and work effectively on diverse organizational teams.
2. Analytical Decision Making: Our students will demonstrate the ability to analyze uncertain complex management situations using appropriate tools, techniques and information systems for decision-making.
3. **Knowledge of Functional Business Disciplines:** Our graduates will demonstrate the ability to integrate knowledge from all functional areas of business into a meaningful firm-level perspective.
4. Global Understanding: Our graduates will demonstrate a perspective on how businesses operate in the global environment.
5. **Communication Skills:** Our graduates will demonstrate written, oral and presentations skills necessary to explain problems and solutions effectively and persuasively.
6. Ethics and Social Responsibility: Our graduates will have a sense of professional and social responsibility in the conduct of managerial affairs.

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

Upon the successful completion of this course, you will:
- Understand theoretical frameworks that inform successful marketing strategies and tactical marketing programs.
- Be familiar with data-driven analyses and tools commonly used to support marketing decision-making.
- Gain an appreciation for the dynamic interplay between marketing program elements.
- Comprehend how marketing contributes to firm performance and influences/is influenced by other business functions.
COURSE MATERIALS

Course Materials (e.g., cases, notes, readings, and lectures) are available through the class Blackboard site, from Harvard Business Publishing, or through Mason’s library.

HARVARD BUSINESS PUBLISHING:
To get the course materials from Harvard Business Publishing website, you need to register on the site to create a user name (assuming you do not already have one). The course materials are PDF documents and you can open them with Adobe Reader. You do not need to buy the optional audio component of the case (I do not have the ability to remove them). You will have access to the course materials for 6 months.

- Course link: http://cb.hbsp.harvard.edu/cbmp/access/48859358
- After you register, you can get to the coursepack at any time by doing the following:
  1. Visit hbsp.harvard.edu and log in
  2. Click My Coursepacks, and then click Marketing Management (Module 4 2016)

For technical assistance, please contact the Harvard Business Publishing Tech Help line at (800) 810-8858 (outside of U.S, and Canada, call 617-783-7700); or email techhelp@hbsp.harvard.edu. Their business houses are 8am-8pm, Monday-Thursday, and 8am-7pm on Friday.

UNIVERSITY LIBRARY
To get course materials from the Universities Libraries, go to http://library.gmu.edu/. Materials can be found by searching the full title in the “Quick Search” function or through the “Books & more” or “Articles & more” search function. It will require you to log-in using your Mason credentials. For more specific instructions about how to use the library’s electronic resources, see http://infoguides.gmu.edu/lrb?p=787342.

READINGS:
The reading list and schedule of the readings is presented at the end of this syllabus. You should come to class prepared to discuss the readings as well as their relationship to the session’s topic and current events. Approach each reading from both a conceptual and a practical perspective.

- What are the key concepts and principles?
- What are the key points being made by the paper? What are the implications?
- How can I critique the arguments being made?

COURSE WEBSITE:
Blackboard will serve as our course website and will be the central location for all course information (e.g., syllabus, assignment directions, assignment submissions, grades, lecture materials, etc.). All lecture materials from class (e.g., PowerPoint slides, supplemental materials) will be posted on Blackboard (i.e., a limited version before class; full version after class). It can be accessed via http://mymasonportal.gmu.edu.
EVALUATION

A NOTE ON EVALUATIONS:
In general, here is how you can think about grades. There are generally three levels of understanding you can demonstrate. The first level is a correct explanation and application of concepts (B level work). The second level is a correct explanation of the concepts along with a demonstration of creative thinking and synthesis of course material (B+/A- level work). The third level is a correct explanation of the concepts, synthesis of course material, and demonstration that you have through enough about the concepts and their application to have significantly learned from that thinking and gained insight (A level work). Things that are missing or incorrect will earn C’s or lower. To earn A grades in this class, it therefore means that you not only have to know the material and be able to synthesize (combine ideas into a coherent whole), but you have to challenge your thinking on the topics, engage the material at a deep level, and be willing to think critically about the implications of what you are studying.

GRADING:
Course grades are assigned using the assignment weighting and grading scale noted below. Students are responsible for the grade that they earn in class. Grades will only be adjusted when computational mistakes are made; students should inform the instructor of any such errors as soon as possible. The instructor does not engage in any grade negotiations.

Graded Assignments are as follows:

- CLASS PARTICIPATION (Individual): 10%
- DISCUSSION LEADERSHIP (Group): 10%
- CASE SKILL ASSESSMENTS (Individual) (3 x 7.5): 22.5%
- ONLINE ASSIGNMENT (Individual): 7.5%
- MIDTERM EXAM (Individual): 25%
- MARKETING PLAN PITCH (Group): 25%

Total: 100%

Final Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Earned</td>
<td>97–100%</td>
<td>94–96%</td>
<td>90–93%</td>
<td>87–89%</td>
<td>83–86%</td>
<td>80–82%</td>
<td>70–79%</td>
<td>0–69%</td>
</tr>
</tbody>
</table>
DETAILS ON GRADED ASSIGNMENTS:

CLASS PARTICIPATION: This will constitute 10% of your grade (10 points). Class participation is taken seriously. Class attendance is not viewed as being equivalent to class participation; however, a failure to attend class may harm the evaluation of your participation. Be prepared and willing to complete in-class exercises, answer questions, ask questions, and discuss course topics/readings in class.

Participation will be evaluated using, but not limited to, the following guidelines: Comments offered that are of substantive quality, identify interesting insights, challenge traditional thinking/positions, illustrate concepts with examples, and provide direction for class discussion will be viewed favorably. These comments can be inspired by assigned readings, current events, personal/work experience, etc. Comments that reflect inadequate preparation, connection to the topic, or courtesy to other students will be viewed unfavorably.

At the end of the module, students will be asked to complete a Self-Evaluation of Class Participation Survey (Due: 6/25). This self-evaluation will be used in conjunction with the instructor’s evaluation to determine class participation grades.

IN-CLASS DISCUSSION LEADERSHIP: This will constitute 10% of your grade (10 points). Students will work in teams to lead an in-class discussion on a current challenge facing a company, a new “hot issue” or “trend”, or an ethical issue related to a specific marketing topic. Teams will be determined and topics will be randomly assigned on the first class session (4/18). Topics can be traded, if a willing team is found. The topics (and dates of discussion) are:

- Class 2 – 4/26: Customer Decision Making or Customer Experience (2 discussions)
- Class 3 – 5/3: Customer Metrics or Customer Lifetime Value (2 discussions)
- Class 4 – 5/10: STP or Branding (2 discussions)
- Class 5 – 5/17: Marketing Research (2 discussions)
- Class 8 – 6/7: Pricing Strategy or Channels/Place Strategy (2 discussions)
- Class 9 – 6/11: IMC Strategy (Promotion) (2 discussions)
- Class 10 – 6/20: To be Determined (2 discussions)

Discussions must be led on the date assigned when the topic is subject of lecture (no late discussions will be accepted) and should be about 20-30 minutes in length. Discussions significantly shorter than 20 minutes are strongly discouraged; while discussions lasting significantly longer than 30 minutes may need to be cut-off due to time limitations. Discussions should be planned with the goal of broadening the view and increasing the knowledge of your fellow students. They should be interactive, current, and relevant to the topic. Creativity is strongly encouraged. For some topics it may be useful for the members in the class to start a discussion with some knowledge, there will be a discussion board on Blackboard where teams may share materials (e.g., an article, video, etc.) related to their discussion. In the spirit of peer-to-peer learning, the instructor will take notes but will not participate in the discussion except when invited and/or there is an issue with the discussion.
Teams will be graded on the appropriateness of their topic and the quality of their discussion leadership (e.g., creative, interactive, points made). If your team is unsure of your topic or structure of the discussion, please schedule a meeting to discuss your teams thinking with me.

The deliverables that teams, who are leading a discussion, must provide are:

1. At least two days prior to your discussion date, details on the specific issues planned to be discussed regarding your assigned topic should be provided to the instructor (email preferred). This will allow the instructor to appropriately place the discussion within the class session. Since there will be more than one in-class discussion per class session, teams will want to inform the instructor of a rough idea of their topic as soon as possible in order to prevent significant overlaps between discussions. The two teams on the same day may not use the same topic.
2. Prior to the start of class on the day of the discussion, provide a copy (electronic via submission on Blackboard or paper) of any materials planning to be used.

**CASE SKILL ASSESSMENT:** This will constitute 22.5% of your grade (3 x 7.5 = 22.5 points). Cases (3) will serve as a method to examine a few concepts in greater detail as well as develop problem-solving and decision making skills. The cases will be a primary focus of our in-class discussions. Prior to each case discussion, students are expected to individually: (1) read the case, (2) be prepared to discuss the identified questions, and (3) turn in a completed case skills assessment. Case skills assessments must be submitted on Blackboard prior to the start of class where the case will be discussed. Specific questions to be prepared for class discussion (generally qualitative in focus) and for the case skills assessment (generally quantitative in focus) will be provided on the course website.

**ONLINE ASSIGNMENT:** This will constitute 7.5% of your grade (7.5 points). In conjunction with our online class session on product strategy, this online assignment will have you analyze a new product that is or has currently been crowd-funded on Kickstarter (www.kickstarter.com). Limited to one page (i.e., 1” margins, 12 pt. font), each student will choose one of three possible products and critically evaluate its likely success. Remember getting funded does not guarantee that a product will be successful. The online assignment must be submitted on Blackboard by its designated due date. Detailed information on the Kickstarter projects to evaluate are provided on the course website.

**MIDTERM EXAM:** This will constitute 25% of your grade (25 points). This exam will test your understanding of the central ideas of the first half of the course. The core concepts will be emphasized in lecture and will often be explored in cases and exercises. The exam will consist of problems and short essay questions that will require you to demonstrate your understanding of the key concepts and your ability to apply them in work settings. The exam will be administered in class (5/23) and you will be free to use a calculator and one notecard (will be provided) of any written notes you wish when working on it.
MARKETING PLAN PITCH: This will constitute 25% of your grade (25 points). This final project will have students work in teams to develop a marketing plan pitch for a new product to be introduced by a new company of your creation. Teams will be determined on the first day of class (4/18). The marketing plan pitch will consist of a 7 minute presentation. A set of PowerPoint slide (with notes) will also be submitted by each team. Presentations, in random order, will be given during the final exam period (6/25, Time TBA). More information about this assignment is provided on the course website.

LATE ASSIGNMENT POLICY:  
No late assignments will be accepted. Each assignment must be turned in or given at their designated date and time. All presentation dates are final barring the university’s cancellation or an emergency. If you are going to miss class for some reason (e.g., work trip), you must make alternative arrangements with the instructor prior to the due date.

ACADEMIC INTEGRITY:  
George Mason University shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the provisions of the code. In the spirit of the code, a student’s word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations of the Honor Code to the Honor Committee. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. 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. For more information on the University’s Honor Code, please visit http://oai.gmu.edu/the-mason-honor-code/.

For practical purposes, the meaning of the code for this class is:

- Individual assignments are completed individually.
- Case and plan ideas comprise original ideas from the team members.
- No use of the Internet to search for answers to assignments or previous semester(s) papers/presentations is allowed.

Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.
BEHAVIORAL EXPECTATIONS

BASIC EXPECTATIONS:
Both students and instructors tend to have expectations as the new term begins. In order to provide the foundation for a successful course, there are a few expectations that I ask all of my students to live up and commit to doing so myself. In no particular order, these mutual expectations are: (1) pre-class preparation, (2) in-class engagement (which requires physical presence), (3) respect for all individuals, and (4) integrity in all dealings.

SCHOOL OF BUSINESS 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 who 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 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.

ATTENDANCE:
Given the nature of the course, student attendance and participation is critical to each student’s learning and to the learning of his or her classmates. Thus, all students are expected to be in class every day (for the full class period), prepared, and engaged. Tardiness and absences will have a meaningful negative impact on your course participation grade. If you are absent from class, it is your responsibility to find out from a classmate what you missed (both course material and announcements).

CELL PHONE POLICY:
Cell phones are NOT allowed in class. All cell phones MUST be set to silent/vibrate and kept out of sight during class time. In the case of an emergency, quietly excuse yourself to answer your phone outside of the classroom.
COMPUTER POLICY:
Computers are allowed in class. You may find it helpful to have a computer in order to take notes during class; however, all other non-class related computer activities should be kept to a minimum.

FOOD POLICY:
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.

OTHER POLICIES

COMMUNICATIONS:
All communications from me will be directed via e-mail or BB announcements. Due to concerns of privacy and confidentiality, any emails from me will be sent to your official GMU email and will also include “MBA 623” in the subject line. Similarly, any emails sent to me MUST be from your official GMU e-mail address. I cannot respond to emails from any other address with confidential information. Outside of class, e-mail is the best way to reach me.

INCLEMENT WEATHER POLICY & CAMPUS EMERGENCIES:
We will operate in accordance with official University decisions about cancellations. Information regarding weather-related changes in the University’s schedule will be provided on the GMU website and via Mason Alert. Students can sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu. If class is cancelled, please check BB/your email for information regarding how the course schedule may need to be changed.

DISABILITY POLICY:
If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474. All accommodations must be arranged through the ODS. Please inform me by the second week of class.

COUNSELING CENTER:
George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills or the like. More information is available at: https://www.gmu.edu/departments/csd/.

WRITING CENTER:
George Mason University has a writing center that can help you improve your English writing skills. More information is available at (703) 993-1824 and http://writingcenter.gmu.edu.
READING & CASE LIST

Key:  [A] = Article/Book (in Library online resources)
      [C] = Case/Note (in Case pack)
      [R] = Report/Reading (PDF on Blackboard)

WEEK 1 (4/19/16): WHAT IS MARKETING? / RETHINKING MARKETING / MARKETING STRATEGY

• [R] “From Stretched to Strengthened: Insights from the Global Chief Marketing Officer Study: Executive Summary”, IBM (Executive Summary and Full Report as PDF on Blackboard).

WEEK 2 (4/26/16): CONSUMER DECISION-MAKING / CUSTOMER EXPERIENCE (JOURNEY MAPPING)


WEEK 3 (5/3/16): CUSTOMER METRICS & CUSTOMER LIFETIME VALUE

• [R] “There is No Single Best Measure of Your Customers” by Thorsten Wiesel, Peter C. Verhoef, and Evert de Haan, in Harvard Business Review Digital Article (PDF on Blackboard).
WEEK 4 (5/10/16): SEGMENTATION, TARGETING, & POSITIONING / BRANDING

- [C] “Marketing Reading: Brands and Brand Equity” by Rohit Deshpande and Anat Keinan, in Harvard Business Core Curriculum, Reading 8140.

WEEK 5 (5/17/16): MARKETING RESEARCH


WEEK 6 (5/24/16): MID-TERM EXAM

- No new readings. Review previous concepts and class readings for the midterm exam.

WEEK 7 (5/31/16): MARKETING PLAN / VALUE CREATION: PRODUCT STRATEGY

Due to the Memorial Day holiday, this class will be an online session. The online session will consist of a series of online lectures (videos) to accompany this week’s readings.


Optional Reference Book:

  - Note: You can read this book online from GMU library for free. This book is organized by sections of a marketing plan. For some of you, the sections of this book may be helpful to read along with their associated lecture days.
WEEK 8 (6/7/16): VALUE CAPTURE: PRICING STRATEGY / VALUE DELIVERY: CHANNEL STRATEGY


WEEK 9 (6/14/16): VALUE COMMUNICATION: IMC STRATEGY

- [C] “Natureview Farm” by Harvard Business School, Case 2073.

WEEK 10 (6/21/16): TO BE DETERMINED

- Readings To Be Determined
<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>DELIVERABLE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 4/19/16</td>
<td>Course Expectations</td>
<td>• [A] “Rethinking Marketing”</td>
<td>Marketing Survey</td>
</tr>
<tr>
<td></td>
<td>Marketing Strategy</td>
<td>• [A] “When Marketing is Strategy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [R] “From Stretched to Strengthened (Summary)”</td>
<td></td>
</tr>
<tr>
<td>Week 2 4/26/16</td>
<td>Consumer Decision Making</td>
<td>• [A] “Putting Yourself in the Customer’s Shoes Doesn’t Work”</td>
<td>Discussion Leadership: (1 and 2)</td>
</tr>
<tr>
<td></td>
<td>Customer Experience</td>
<td>• [R] “Using Customer Journey Maps to Improve Customer Experience”</td>
<td></td>
</tr>
<tr>
<td>Week 3 5/3/16</td>
<td>Customer Metrics</td>
<td>• [A] “Stop Trying to Delight Your Customers”</td>
<td>Discussion Leadership: (3 and 4)</td>
</tr>
<tr>
<td></td>
<td>Customer Lifetime Value</td>
<td>• [R] “There is No Single Best Measure of Your Customers”</td>
<td>Bring calculator.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [C] “Customer Profitability and Lifetime Value”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [A] “How Valuable is Word of Mouth”</td>
<td></td>
</tr>
<tr>
<td>Week 4 5/10/16</td>
<td>Segmentation, Targeting, &amp; Positioning</td>
<td>• [C] “Rosewood Hotels and Resorts”</td>
<td>Case Skills Assessment: Rosewood Hotels and</td>
</tr>
<tr>
<td></td>
<td>Branding</td>
<td>• [A] “Rediscovering Market Segmentation”</td>
<td>Resorts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [C] “Marketing Reading: Brands and Brand Equity”</td>
<td>VALS Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Leadership: (5 and 6)</td>
</tr>
<tr>
<td>Week 5 5/17/16</td>
<td>Marketing Research</td>
<td>• [C] “The Fashion Channel”</td>
<td>Case Skills Assessment: The Fashion Channel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [A] “Keep Up with Your Quants”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [A] “Data’s Credibility Problem”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• [A] “The Discipline of Business Experimentation”</td>
<td></td>
</tr>
<tr>
<td>Week 6 5/24/16</td>
<td>Midterm Exam</td>
<td>• No new readings. Review previous concepts and class readings for the</td>
<td>Can bring a notecard and a calculator for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>midterm exam.</td>
<td>the exam.</td>
</tr>
</tbody>
</table>
• [A] “Eager Sellers and Stony Buyers”  
• [A] “Defeating Feature Fatigue”  
• [A] “Stage-Gate Systems” | There will be a series of online video lectures to accompany the readings. |
|---|---|---|---|
• [A] “The Future of Shopping” | Online Assignment Discussion Leadership: (9 and 10) |
| Week 9 6/14/16 | Value Communication: IMC Strategy | • [C] “Natureview Farm”  
• [A] “Creativity in Advertising”  
• [A] “Advertising Analytics 2.0” | Case Skills Assessment: Natureview Farm Discussion Leadership: (11 and 12) |
| Week 10 6/21/16 | Topic To Be Determined | • Readings To Be Determined | Discussion Leadership: (13 and 14) |
| FINAL 6/25/16 | Marketing Plan Pitch | • No new readings. Be prepared to make your pitch! | Plan Pitch: Presentation & Slides Team Evaluation Survey Pitch Ratings (at Final) Participation Survey |