

Course Syllabus

Course Information

<i>Course Number, Section</i>	MKT6301.001
<i>Course Title</i>	Marketing Management
<i>Term</i>	Summer 2014
<i>Class Time & Location</i>	Wednesday 6:00p – 10:00p JSOM 1.110

Professor Contact Information

<i>Professor</i>	Prof. Dr. Thomas (Tom) Fletcher Grooms
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<i>Office Hours</i>	By appointment

COURSE DESCRIPTION: Overview of marketing management methods, principles and concepts including product, pricing, promotion and distribution decisions as well as segmentation, targeting and positioning.

COURSE MATERIALS:

Required Textbook: “**Marketing Management**” by Kotler and Keller, 14th ed. (other editions ok), 2012. ISBN: 978-0-13-210292-6

Required Course Packet (purchase at <https://cb.hbsp.harvard.edu/cbmp/access/20551646>, ~\$20 copyright fee) contains 5 HBS cases which we will discuss in detail in class:

- 1) Startup – Documentum (Harvard Case 9-502-026)
- 2) New Product Introduction - TruEarth Healthy Foods Market (Harvard Case 4065)
- 3) Product Launch - Microsoft Smart Watch (Harvard Case 9-504-004)
- 4) Product Adoption - Glegg Water Product and E-Cell (Harvard Case 901-M03)
- 5) Product Positioning - Pepcid AC (Harvard Case 9-500-073)

Lecture Notes & Assignments: Will be available online

Popular Press: Some relevant articles will be posted online or distributed in class

Student Learning and Outcomes

1. Develop an overall understanding of the principles of marketing, in the significant areas of product management, pricing, promotions, distribution, consumer behavior, etc.
2. Demonstrate the ability to solve numerical problems in the areas of break-even analysis, price elasticity, market research, media planning, etc.
3. Show the ability to apply marketing principles to business settings, such as analyzing the strengths, weaknesses, opportunities and threats facing the strategic business unit, explaining with examples how marketing actions can influence the consumer decision making process.
4. Ethics & legal standards: Students will develop the ability to make decisions that meet ethical and legal standards of society.

COURSE CONTENT:

The course starts with consideration of the marketing environment the firm operates in and how the marketing strategy should be adopted to fit and evolve with the marketing environment. These considerations are often referred to as the 3 Cs of marketing: the company, the competition, and the customer. Specific topics of interest discussed in this part of the semester include consumer behavior, market segmentation, targeting and positioning, environmental trends, strategic planning, and competitor analysis to name a few. In addition, we will examine the tools marketing researchers use to analyze these aspects of the marketing environment.

We then continue with a detailed analysis of how a firm can use the information about the marketing environment described above to develop its *marketing mix*, often referred to as the 4 P’s of marketing: the product, price, promotion (communication) and place (distribution). Relevant issues addressed here include determining the product that will be most profitable given the consumer preferences and the competitive situation, setting an appropriate price to encourage purchase and to compete with competitors, constructing an attractive promotion campaign (e.g., advertising, personal selling, sales promotions), and determining how to use distribution channels so that the product is easily accessible by your target market and also as to establish a competitive advantage. The mix of these elements must yield an internally consistent strategy for reaching customers.

The “theoretical” discussion of the above topics will be supplemented by the examples and by the discussion of the mini and full-lecture case studies as well as popular press articles.

An additional learning tool is the project which gives you an opportunity to work on a business problem from conception to recommendation and will provide you hands-on experience in applying what you have learned in class to a real-life marketing problem. We then learn from each other through group presentations of the projects.

CLASS FORMAT:

Throughout the course of the semester, in addition to lectures, you will be exposed to a variety of informative articles and business cases related to marketing. Most class meetings will be comprised of instruction on the relevant material for the day and a class discussion of an HBS case, or a business problem posed in the class. The textbook provides rich materials that are supplementary to lecture notes. It is important to realize that lectures are NOT designed to cover the textbook and that the material in lectures is quite different from any textbook. You are responsible for carefully reading the textbook in addition to understanding the material presented in class.

EXAMS AND GRADING:

Grades will be based on a weighted average of your performance on the following. The grading weights are as follows:

Class Participation	10%
Case Write-ups	20%
Midterm	20%
Group Project	20%
Final Exam	30%

Class participation: At the end of the semester I will evaluate the overall quality and quantity of your participation in class discussion throughout the semester. I will note your participation, but also expect you to make me remember your name when you participate in discussions (name plates are very helpful for that). It is important to understand that just coming to the class does not imply class participation. Also, the frequency of participation is not as important as the quality of your input. That is, you should strive to make effective use of class time through thoughtful, timely, and constructive participation. Note also that questions count and sometimes are a very valuable input. Please see also “case discussions” below.

Exams:

Both the midterm and the final exams will consist of multiple choice questions and will be closed- book and closed-notes. You will be responsible for any class discussion pertaining to the in-class videos or the articles and cases read outside of class but discussed in class. Therefore, class attendance is very important for good performance in this course (and certainly much more than the class participation grade percentage would suggest). Specifics of the exams will be discussed later in the semester in more detail.

Case discussions:

It is extremely important that you read and analyze each case *before* the in-class discussion. We cannot have a productive discussion if we need to read the case in class. Case discussions are the most important part of class participation. I may also cold-call on the facts of the case being discussed. Please note that the objective is to learn how to analyze the case and form decisions. Therefore, you should feel free to look at the case during class (i.e., discussions are open-book). I suggest you to annotate the case as you read it so that you find the relevant material quickly. Case write-ups are not full case analyses but rather are starting blocks which we will use to analyze the case. Although the goal of case analysis is to formulate decisions, to avoid defensive attitude of the in-class discussion, I do not ask you to formulate decisions in the case write-ups. However, thinking about what you would do being a manager in the situation of each case will be very useful for learning and the in-class case discussions.

Case write-ups:

These are short notes (**up to 3 pages plus exhibits if needed, 1.5-spacing**) that address the questions raised about the case. Submit a write-up for each case **on the date of the relevant case discussion**. I encourage studying for a case discussion in groups (2-4 members), which can also submit a joint case write-ups. I also would like to very much encourage forming different (independent) groups for each case study, but this is not required. As cases will be discussed in class at the due dates, you **must submit your write-ups prior to the beginning of the corresponding class**. The case write-ups should be written in an essay form, although some bullet-points or numbered lists are permissible. Details of calculations (if appropriate) may be presented as a worksheet exhibit. The questions posted should be answered within the write-ups, but should not be used as headings.

Group Project:

The group project has two objectives. First, it will help you to gain hands-on experience in applying what you learn in class to a realistic marketing situation. Second, it will give you experience working as part of a team. Briefly, the project will normally consist of identifying an unfulfilled market need and designing an offer to fill it. A standard project will involve the following three stages:

- 1) Identify a company and a market it serves to submit a Proposal for approval by the Professor. Summarize the current strategy (4 P's) and the marketing environment (3 C's, environmental trends) as related to that market.
- 2) Suggest a new offering (e.g., a product) to address a new or missed opportunity.
- 3) Formulate the marketing strategy for the offering and how the existing strategy should be adapted in view of this new offering.

Note that changing a product (add new, drop previous) is a possibility under the above outline, and a “stand-alone” product is a possibility when the current strategy is trivial (no presence in the market or an entirely new company).

Final Reports and Presentations:

Upon completion of this project your group will be required to submit a professionally written document summarizing the problem you have identified and the marketing plan your group has developed to address and solve this problem. Your paper should be about 15 to 20 double-spaced pages, including tables and figures. Each group will also give a formal presentation (approx. 10 minutes) prior to turning in their final report. You should think of this presentation as an opportunity to sell your idea to upper management or a board of investors. After each presentation the class will have the opportunity to ask questions and make comments. Lastly, each group member will be required to hand in an evaluation of the participation of each group member. All members of the group typically receive the same project grade. However, in the case of free-riding evidenced from these evaluations, this policy will be relaxed and result in lower grades for some students.

Team composition

Maximal size: 5 students. Suggested minimum size: 3 students. In case a student has conflict with potential team members, I will allow individual work for any team assignment (including the project), but will not preferentially grade such individual work submitted in lieu of teamwork. Teams may be formed differently for each assignment. Some students may find individual work easier for some case studies, even though teamwork is allowed, while still working with a team on the project. Teamwork on group projects is strongly encouraged. To facilitate group formation for the project, students who do not form project teams by the third class period, will be (randomly) assigned to project teams.

A/A-	
≥90%	B+/B/B-
≥80%	C+/C/C-
≥70%	
D	~ 60%
F	< 60%

(+/- is given when the performance is within 2% of the cutoff)

Classroom Policy for Cell Phones/Pagers/Tablets and Laptops

Student must turn their cell phones/pagers/tablets/laptops off during class time. Once again: laptop computer use is not allowed during class time.

Re-Grading Policy

If you are not satisfied with your scores on a particular segment of the evaluation (an examination, an assignment or the group write-up), you may submit a request to be reevaluated, but this needs to be done **within one week** of receiving your scores. You will need to attach a sheet of paper to your assignment or exam with your name, student I.D. number and an explanation of why you feel you deserve more points. Explanations should be precise, specific and pertain to the content of the assignment or exam only. Thus explanations like “I worked really hard and deserve more points” or “My answer on this question is better than XYZ’s” will **not** be acceptable.

Please note that a reevaluation request for a particular segment of the course will entail a complete reevaluation of the entire exam or assignment. Thus, your score on that segment may go up, stay the same or move down depending on the new evaluation. I will return your reevaluation requests with the necessary changes within two weeks of receiving your requests.

Academic Integrity and Other Policies common across UT Dallas courses

Please see <http://coursebook.utdallas.edu/syllabus-policies>.

	Topics	Readings / Assignments
May 28	<ul style="list-style-type: none"> • Overview, Syllabus & Introductions • Role of Marketing & Marketing Process 	<ul style="list-style-type: none"> • Form project teams
June 4	<ul style="list-style-type: none"> • Understanding Marketing Management • Marketing Environment, Strategy and Planning 	<ul style="list-style-type: none"> • Form project teams • Ch. 1, 2
June 11	<ul style="list-style-type: none"> • Documentum (Case 9-502-026) Startup • Capturing Marketing Insights 	<ul style="list-style-type: none"> • Case write-up • Ch. 3, 4
June 18	<ul style="list-style-type: none"> • Connecting with Customers • Consumer Buying Behavior and Business Buying Behavior 	<ul style="list-style-type: none"> • Ch. 5, 6, 7, 8
June 25	<ul style="list-style-type: none"> • TruEarth Healthy Foods Market (Case 4065) New Product Introduction • Building Strong Brands 	<ul style="list-style-type: none"> • Case write-up • Ch. 9, 10, 11
July 2	Midterm Exam	Material: Lectures , Ch. 1 - 11
July 9	<ul style="list-style-type: none"> • Shaping the Market • Pricing Strategy, Price Structure, and Segmented Pricing 	<ul style="list-style-type: none"> • Ch. 12, 13, 14
July 16	<ul style="list-style-type: none"> • Microsoft Smart Watch (Case 9-504-004) Product Launch • Delivering Value 	<ul style="list-style-type: none"> • Case write-up • Ch. 15, 16
July 23	<ul style="list-style-type: none"> • Glegg Water Product and E-Cell (Case 901-M03) Product Adoption • Communicating Value 	<ul style="list-style-type: none"> • Case write-up • Ch. 17, 18, 19
July 30	<ul style="list-style-type: none"> • Pepcid AC (Case 9-500-073) Product Positioning • Creating Successful Long-Term Growth 	<ul style="list-style-type: none"> • Case write-up • Ch. 20, 21, 22
August 6	Final Exam	Material: Lectures , Ch. 12 - 22

*: Most relevant chapters. Lectures do not follow the textbook. Please read it at your own pace.