COURSE DESCRIPTION:
This is a course in marketing management based on lecture materials, readings, case analyses, and a marketing simulation. It is designed to explore the managerial aspects of the marketing function. Quantitative and qualitative analysis of the company, its customers and its competition, commonly used in solving marketing problems, will be emphasized. The course is organized around the key marketing decision variables—target market selection, product, pricing and distribution and promotion—and around the various marketing processes of strategy formulation, organization and implementation.

REQUIRED MATERIALS:
MARKETING MANAGEMENT 15TH EDITION, BY KOTLER AND KELLER, PEARSON PUBLISHING ISBN: 978-0-13-385646-0

Harvard Case and Readings Packet available at: https://hbsp.harvard.edu/import/740753

PharmaSim Simulation from Interpretive Simulations – Do not attempt to purchase until our Teams are formed!

You Must purchase the book from the bookstore or some other source and the Pharmasim Simulation which is purchased directly from Interpretive Simulations. This is your responsibility and failure to follow this step will result in you having to repurchase the materials. The Harvard cases can be found at the link above and must also be purchased.

COURSE OBJECTIVES:
The general objective of this course is to foster the development of the analytical skills, attitudes and perspectives of sophisticated contemporary marketing management.

General learning outcomes of the course are to provide an opportunity for students to:
1. Individually and collectively develop the skills needed to analyze and solve complex
marketing problems through case analysis and the simulation;
2. Sharpen oral, written communication and listening skills with respect to their own case solutions and that of classmates;
3. Sharpen understanding of marketing concepts, analytical tools and techniques, the marketing process, functions, and the environment of marketing from both a domestic and global perspective via the simulation and case discussions.

**COURSE ACTIVITIES:**
The main class activities will be: 1) case discussions; 2) lecture/presentations on various marketing topics, reading the chapters, and taking quizzes on each module to ensure each student has a good grasp of the information; and, 3) the marketing simulation. Since the effectiveness of these approaches depends almost entirely on an interactive and participative classroom experience, attendance and prior preparation of assigned class materials will be required. You will be expected to come to all class sections prepared to present a cogent summary of your analysis of any assigned cases and have managerially actionable recommendations.

**QUIZZES:**
There will be a 5 quizzes during the semester. Ideally, to maximize your performance, you should read the chapters and look at the lectures prior to taking the quizzes. These are multiple choice in nature and are designed to make sure that people are reading the text to maximize their learning.

**EXAM:**
The exam will be written case analysis done in class or as an on-line exam that selectively covers the various topics that have been examined during the lectures and cases via a case examination that will require quantitative analysis as well as qualitative analysis and may also cover topics related to decisions made about the marketing mix and targeting of customer segments.

**CONTRIBUTION TO CLASS:**
Your class contribution grade for this course will be assessed in terms of the *quality* and *quantity* of your participation in the discussion of the assigned cases, including but not limited to:
1. Being present in class AND be prepared to discuss the case and work with your simulation team;
2. your depth of analysis;
3. the realism of your comments or analysis;
4. the clarity of your presentation;
5. the integration of your comments into the ongoing discussion (i.e., willingness to listen to classmates);
6. your ability to respond to questions and to defend your arguments; and
7. the contribution of your comments to the class's learning.

Essentially, you will be graded on the thoroughness, sophistication, persuasiveness, and logic of your classroom comments.

To gain the greatest number of participation points in this course, please prepare completely for each case discussion. Comments should be based on careful analysis for greater participation points. Because one cannot contribute to a class if they are not there, plan to participate actively in the class discussion throughout the *entire class period* and for *each case*. Please arrange your schedule so that you will be able to arrive on time, attend each class, and stay for the entire class
period. Students must be prepared since the Professor will often “cold-call” a student to begin the class discussion and to follow up on the initial questions/answers. If a class is small, each student may be called upon to present her/his analysis of the situation and resolution of the issue. Students may be called on at any time to participate in the discussion and add your perspective to the class discussion.

Missing class will have a negative effect on your participation grade and will indirectly negatively affect your test grade since you will not have heard the material discussed in class. It is my observation from many years of teaching (and going to school) that getting notes from another student is not nearly as effective as hearing the discussion in person! In addition, since you will be doing some work on the simulation during certain class periods, it is important to be in attendance to avoid conflicts with your group/team that would result in them rating your contribution to the group as less than standard.

SIMULATION:
The group simulation PHARMASIM requires each team to compete in a pharmaceutical firm to develop, price and market new medicines. In addition, the group will have to present their strategy during a simulation wrap-up class. Basically, the simulation requires each group of students to put into action those skills and knowledge sets that are being learned in the class. This is a competitive situation which will be graded as a competitive situation based on previous simulation performance in other semesters. Grading will be based on a team’s final stock price on the following standard which is based on a number of semesters of running PharmaSim Simulations.

$130 and above = A
$125 = A-
$120 = B+
$110= B
$100 = B-
$90 = C+
$80 = C
$70 and below = C-

Stock price in the simulation is calculated by the simulation and is based on a number of factors such as: Total Earnings; Market share by $ sold; Firm momentum given your product mix; and, Final Market Share by Sales Volume.

During the last class, each team is expected to make a short 20 minute presentation about their strategy and how it worked or did not work. A 15 page (maximum length single spaced, not counting tables, exhibits, and appendices) paper concerning your strategic approach is also part of this requirement. Each member of the Team will have the opportunity to rate the contribution of her/his team members to the simulation result and project.

SIMULATION REPORT
Each team is required to write a report concerning their decisions and how they went about making those decisions. The report should cover each decision and can almost be thought of as a Team Diary detailing the decision and the decision-making process the Team went through to arrive at the decisions. Results for each decision should be briefly analyzed and discussed. The best and worst decisions the team makes should be detailed and analyzed by the Team in this written Report. Tables and Figures are expected to demonstrate you performance across the 10 decision events.
**EVALUATION:**

Contribution to Class 20%
Quizzes 15%
Final Case Exam 20%
Simulation Performance 25%
Simulation Strategy Report 20%

<table>
<thead>
<tr>
<th>Final Grade Assignment Scale</th>
<th>A+ (100-97)</th>
<th>B+ (87-89)</th>
<th>C+ (77-79)</th>
<th>D (60-69)</th>
<th>F (&lt;60)</th>
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<td>A (93-96)</td>
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<td>Value</td>
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<td>Organizational equivalent</td>
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<td>Typical Percentage</td>
<td>25-35%</td>
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<td>Weekly</td>
<td>Syllabus</td>
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<td>Subject Matter</td>
<td>Resources for Student Learning</td>
<td>Pedagogical Techniques</td>
<td>Assessment</td>
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<td><strong>Module 1</strong></td>
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<td>Week 1</td>
<td>Definition of Marketing and Introduction of</td>
<td>PharmaSim Case in manual</td>
<td>Form PharmaSim Teams</td>
<td>Review of PharmaSim facts</td>
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<td>August 24</td>
<td>the Marketing Toolset</td>
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<td>Discuss Blue Ocean Strategy</td>
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<td></td>
<td>In class lecture on PharmaSim</td>
<td>Read: Chapter 1.</td>
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<tr>
<td>Week 2</td>
<td>Blue Ocean Lecture and PharmaSim Manual</td>
<td>PharmaSim Manual should be read prior to</td>
<td>PharmaSim Lecture and Manual</td>
<td>Quiz 1 (Ch. 1-2)</td>
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<tr>
<td>August 31</td>
<td>discussion</td>
<td>class to class Case: Marketing</td>
<td>Work on PharmaSim practice rounds</td>
<td>Due by 9/7</td>
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<td>In class Lecture</td>
<td>Arithmetic (complete prior to class);</td>
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<td>Read: Chapter 2</td>
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<td>September 7</td>
<td>LABOR DAY HOLIDAY</td>
<td>No Class</td>
<td>Work on PharmaSim practice rounds</td>
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<td>End PharmaSim Practice Rounds</td>
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<td>PharmaSim</td>
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<td>September 13</td>
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<td>Practice</td>
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<td>Rounds</td>
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<td>Week 3</td>
<td>Market Strategy and the Evolving Marketplace</td>
<td>Read: Read Chapter 3 Prepare Case:</td>
<td>Case Discussion &amp; Lecture and Discussion</td>
<td>Begin PharmaSim competitive play.</td>
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<td>Sept. 14</td>
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<td>Dominion Motors</td>
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<td>PharmaSim Simulation</td>
<td>Exposure to Manipulating the Marketing</td>
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<td>Week 4</td>
<td>September 21</td>
<td>Product, Pricing, &amp; Positioning Considerations</td>
<td>Read Chapter Case: Cumberland Metal Industries Read Chapter 4, 5</td>
<td>Case discussion</td>
<td>Class participation Quiz 2 due by 9/27</td>
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<td>Module 3</td>
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<td>Week 5</td>
<td>Sept. 28</td>
<td>Understanding Customer and Creating Value for that Customer</td>
<td>Read Ch. Case: Crescent Pure; Read Chapter 6 &amp; 7</td>
<td>Case discussion</td>
<td>Class participation</td>
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<td>Week 6</td>
<td>October 5</td>
<td>Segmentation &amp; Positioning Considerations</td>
<td>Discussion Case: Wyler’s short case; Read Chapter 9</td>
<td>Case discussion</td>
<td>Class participation Quiz 3 due by 10/11</td>
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<td>Module 4</td>
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<td>Week 7</td>
<td>October 12</td>
<td>Channel Strategy</td>
<td>Read Chapters Case: New Balance: Developing an integrated CSR strategy; Read Chapter 11,13</td>
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<td>Week 8</td>
<td>October 19</td>
<td>Promotion and Communication</td>
<td>Cases: Maersk Line: B2B social media; Good Foods short case. Read Chapter 16</td>
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<td>Quiz 4 due by 10/25</td>
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<td>Module 5</td>
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<td>Week 9</td>
<td>October 26</td>
<td>Promotion and Communication (cont.)</td>
<td>NASCAR: Leading a market transformation</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Module</td>
<td>Case</td>
<td>Class Discussion</td>
<td>Quiz 5 due by 11/15</td>
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<td>Week 10</td>
<td>November 2</td>
<td>Branding and Positioning</td>
<td>Chapter Case: Kone Elevator Read Chapter 17, 18</td>
<td>Class Discussion</td>
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<td>Week 11</td>
<td>November 9</td>
<td>CLTV</td>
<td>Read Chapters 19, 21 Case: Rosewood Hotels and Resorts</td>
<td>Class Discussion</td>
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<td>Week 12</td>
<td>November 16</td>
<td>In class video: Personal Selling Communication</td>
<td>Read Chapter 22</td>
<td>Decision 10 is due before next class</td>
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<td>Week 13</td>
<td>November 23</td>
<td>Case Exam 2 1/2 hours: In class</td>
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<td>Decision 10 is due by 11/22.</td>
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<td>November 30</td>
<td>3:30-6:30</td>
<td>Presentation of PharmaSim Strategy and Results Via Zoom Session</td>
<td>Each group will have a 20 minute time block on Zoom to present their approach to the simulation and their results to the class. Winning Team Goes FIRST.</td>
<td>Reports are due on or before this date regarding your Firm’s Marketing Strategy for the PharmaSim Simulation Exercise</td>
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</table>
**Class Expectations**

As **instructor**, I have the following responsibilities:

1. Come prepared to every class with a well thought-out class.
2. Design my class so you will understand how to use your understanding of the buying process to connect with customers.
3. Consider that it is not always your fault if you don’t understand the material.
4. Create a mutually respectful classroom environment.

As **students**, you have the following responsibilities:

1. Turn off your phone so you can focus on the lecture. Your smart phone is smart enough!
2. Come prepared to every class by reviewing previous notes and reading the material. It’s amazing how things make sense when you read before class!
3. Consider that it is not always the instructor’s fault when you don’t understand the material.
4. Treat others (including the instructor) with respect.
5. Ask questions when you don’t understand. Asking questions is a sign of maturity - not ignorance.
6. If you are concerned about your grade or progress, schedule an appointment. Address the situation before it is too late to do anything about it.

**Course Policies:**

**Snapshots**

To help me more quickly learn your names (necessary for accurate evaluation of participation) and for future references, please provide me with a copy of the picture from your ID and put your name on the back. In addition, you should attach this to a resume or a brief biographical sketch regarding your educational background and work experience. This is due during the second class period. Also, you should have a name plate that you bring to class every class. Please sit in the same seat once seats are assigned as this makes evaluation of your contribution to class more accurate.

**General Policies regarding grading:** Missing over 4 classes during the semester will result in a student being dropped from the course. While extenuating circumstances can result in this requirement being waived, it is unlikely. If you know you will miss more than 4 classes, you should drop the course today and add a different course with less stringent attendance requirements.
expectations.

**Any grade appeals must be done within 2 weeks of the posting of grades.**

**Students With Disabilities:** Students who have a Letter of Accommodation from OARS should identify themselves to the instructor of this course as soon as possible. That way provisions can be made to help you become as successful as possible.

**Disruptive Behavior: The following is from the University’s Disruptive Behavior Policy.** Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on-campus and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. When disruptive behavior occurs in a class…the instructor will warn the student. The warning will consist of orally notifying the student that his/her behavior is disruptive and that it must cease immediately or the student will face removal from the classes.


**Academic Honesty:** All university and college regulations concerning withdrawal and academic honesty will apply. Students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Students should be familiar with the university’s policy on issues such as plagiarism, unauthorized collaboration, falsification, and multiple submissions. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.

http://sa.uncg.edu/handbook/academic-integrity-policy/

**LATE ASSIGNMENTS:** All assignments are due at the beginning of class on the day they are due. (Please remember you have the opportunity to email assignments to me or to hand them to me at the beginning of class.)
Professional Expectations
The purpose of the MBA program, in addition to providing functional area knowledge, is to develop students as professionals and leaders. Given the fact that this is a ranked program and given the caliber of students admitted to this cohort program, we have high expectations of our students in the area of leadership and professional development. We expect the following:

- You fully respect your fellow students
- You arrive to class on time
- You attend class meetings ready to learn
- You leave class when the professor has completed the module for the day
- You fully participate in class without multitasking or being distracted by other issues or electronics
- You know when to and are unafraid to ask for help
- You notify the professor and your team members when you are unable to attend class
- You function at a high level in teamwork
  - By listening carefully and respecting other’s opinions
  - By always performing to the best of your ability
  - By always arriving on time for team meetings
  - By being mentally and physically present
  - By providing feedback in an open and supportive manner and receiving feedback with an open mind
  - By staying for the entire meeting
  - By following up on team assignments and deadlines as set forth by the team
  - By dealing with conflict in a constructive manner. This would include addressing issues in a timely and straightforward manner, talking things out directly rather than through others and realizing which conflicts are worth confronting and which conflicts are worth avoiding

While the syllabus is organized to maximize learning, there will be occasions and events that warrant changing the syllabus. The Professor reserves the right to make changes and alterations to the syllabus and time-line associated with assignments, as well as any other changes, that he deems necessary to enhance student learning. It is the job of the student to keep up-to-date with these changes.
Required UNCG Syllabus Language

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- **Wearing a face covering that covers both nose and mouth**
- Observing **social distance** in the classroom
- Engaging in proper hand washing hygiene when possible
- **Self-monitoring for symptoms of COVID-19**
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about
the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu

Please watch this video before the first day of classes.
https://youtu.be/Mb58551qxEk
MARKETING TEAM PARTICIPATION SHEET

NAME ______________________________________________

TEAM PROJECT: ________________________________

This sheet is to be completed individually and privately by each team member prior to coming to class. Each team member’s participation evaluation sheet should be included with the team’s final project.

Using a 10 point scale, please grade each member of your team based on their contribution to the semester project. Record the grades given in the blank spaces below adjacent to each team member’s name. Include the names and grades of all individuals in your group (including yourself). For example, 10 points means that the person should receive the full value of the points for contribution to the simulation and final project. Points deducted from one team member for non-performance can be given to another team member who has performed beyond the group norm.

TEAM MEMBER’S NAME         POINTS FOR CONTRIBUTION TO FINAL PROJECT

1. __________________________   __________  POINTS
2. __________________________   __________  POINTS
3. __________________________   __________  POINTS
4. __________________________   __________  POINTS
5. __________________________   __________  POINTS
6. __________________________   __________  POINTS

On the space provided below (and on the back of this page if necessary) please explain the logic for the points you awarded. Please also indicate briefly the responsibilities of each team member. If you rate a person below 9, I would like your reasoning to be included with your evaluation.
Course’s Cognitive Objectives: You should be able to:

**Buyer Behavior**
1. Describe the steps in the buying process
2. Recommend marketing programs that can be used to influence various types of buyers and their behaviors

**Segmentation**
1. Determine the best approach to segmenting a specific market described in a case study
2. Describe the various market segments that a firm might target in a specific situation as defined in a case
3. Describe the difference between segmentation and positioning

**Positioning**
1. Understand the basic purpose of positioning as a way of framing the product/service in the mind of the consumer.
2. Recommend the use of various marketing mix drivers to position a product or service in the mind of a customer
3. Demonstrate the ability to propose a positioning statement and strategy designed to target a particular market segment(s)

**Product development**
1. Understand how to use segmentation studies to help development potentially successful product/services
2. Recommend various product/services differentiations within lines to attract different customer segments

**Distribution**
1. Recommend an effective distribution system for a specific case-based situation.
2. Determine the various advantages and disadvantages of particular distribution approaches for a specific firm/product.

**Pricing**
1. Identify the marketing and product/service drivers that determine what customers will pay
2. Be able to develop an effective, profitable pricing structure for a product/service in a specific case-based situation

**Life-time Value of a Customer**
1. Define the term
2. Understand how to calculate the LTV of a customer in a specific case-based situation

**Marketing Strategy**
1. Utilize the various components of the marketing mix to develop an effective strategic marketing plan for your firm in the simulation
2. Base the marketing plan on marketing research analysis of customer demand
3. Understand and describe the various costs involved in following a specific strategic marketing plan via the simulation and the formulation of your firm’s marketing strategy and strategy document.