

Brock University
Goodman School of Business
MBAB5P05 – Marketing Management
Winter 2018 – Section 05

Professor: Eric Dolansky
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Class Time: Wednesdays 7:00 PM to 10:00 PM
Lecture Room: WH 207
Office Hours: Wednesdays 2:00 PM to 5:00 PM or by appointment

Course text

A Preface to Marketing Management: 14th Edition, by J. Paul Peter and James H. Donnelly, Jr. published by McGraw-Hill (required).

Aim of the course

The basic objective of this course is to familiarize you with marketing theories, practices, and analytical tools that marketers use in today's business environments. On this basis, the course will focus on marketing management, comprising the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals. While exploring the underlying concepts of managing the marketing function, the course also challenges you to apply marketing principles through the development and presentation of a comprehensive marketing plan.

Philosophy of the Course

I would like to approach each session of the class as though it were a business meeting. This has implications for every aspect of the course (detailed below); most importantly, it means that I expect you to be prepared, focused, and involved.

Scheduling and Class Content

All classes will involve theory lecture and discussion, and incorporation of current events topics, and will involve some form of in-class group work which will be graded. There is an exam scheduled as well. The semester culminates in the Markstrat simulation, which will take place during our final three sessions.

Grade Breakdown

In-class assignments	35 percent (7 @ 5% each)
Exam (Wednesday, March 14)	35 percent
Markstrat	<u>30 percent</u> (see description for breakdown)
TOTAL:	100 percent

In-class work Assignments

In eight of the twelve weeks of class you will be handing in a group assignment. Each of these, regardless of format, is worth 5% of your grade; the best seven (of eight) grades will make up your overall grade for the in-class component of your mark. In other words, the lowest score you receive for an in-class assignment will be dropped and will not be included in your final grade calculation. A missed assignment WITH proper documentation will be dealt with by pro-rating the grade across the other in-class assignments. Obviously, a missed assignment without proper documentation will result in a grade of zero (0) for that assignment for the individual who misses class. You will be assigned to an assignment group, which will remain the same for the entire semester. These hand-ins are group assignments, and all group members (who are present that day) will receive the same grade on each assignment.

Exam: (Wednesday March 14, 2017, 7 PM, WH 207 – regular class time and place)

There will be a three-hour examination worth 35 percent of your final course grade. Please note that any material covered in the course, whether discussed in class, in the textbook, or both, may appear on the examination. The format of the examination will be explained closer to its date. Should you miss the examination with advance notice and for a reason that is acceptable under university policies (such as medical or compassionate reasons WITH proper certification) a makeup exam will be scheduled. Absence without both advance notice and proper documentation will result in a grade of zero (0) on the missed examination.

The exam will include no multiple-choice or short-answer questions. The answers will be longer form (e.g. 1-2 page responses) and will require not only knowledge of the material covered in the course but also the ability to apply this knowledge to marketing situations.

Markstrat:

The last three sessions of the semester will be taken up with the Markstrat marketing simulation. These sessions will include a brief tutorial on the simulation and all six rounds the simulation itself (two in the first session, four in the second session), and presentations (in the third session). You will work on this in your assignment groups, same as the other in-class assignments. The assignments associated with the simulation are worth a total of 30% of your final grade, distributed as follows:

- Slide Deck (10%): Your group needs to create and hand in a PowerPoint slide deck at the beginning of the second session (Wednesday March 28th, 7:00 PM). The topic of this slide deck, which needs to be created for an audience that will read it (as opposed to seeing it as part of a presentation), is a status report for your group's performance in the simulation. The content should be comprised of three parts: performance to date, current situation, and plans for the future. The success or failure of the team in the simulation (e.g. ranking, profits) has no bearing on your grade for this component. You should clearly explain what you have done and why, an analysis of the situation at this point in the simulation, and your proposed strategies for going forward. You will submit this slide deck via e-mail before 7:00 PM on March 28th. This is a group assignment, and all group members will receive the same grade.

- Performance (5%): Each group will earn a grade based on their ranking at the end of the simulation. The top-performing team will earn full marks on this grade component, and other teams will earn grade commensurate with their relative performance. This is a group assignment, and all group members will receive the same grade.
- Presentation (10%): Each group will present a ten-minute presentation in front of the class during the session on April 4th. This is a different presentation, and should use a different slide deck, than the slide deck portion of the assignment. You have ten minutes to explain your strategy during the simulation and how that worked for you (or did not). The topic of this presentation is an analysis of your performance in light of the processes you used, your decisions, and how you applied course content. As with the Slide Deck assignment, the level of your performance (e.g. ranking, profits) has no bearing on your grade for this component. This is a group assignment, and all group members will receive the same grade.
- Thought paper (5%): Each student will write and submit a two-page (double-spaced) thought paper, explaining what they learned by participating in the Markstrat simulation. This should not be a retelling of what an individual or group did during the simulation, but instead a reflection on the experience, how course content was (or was not) considered during the simulation, what strategies worked (or did not) and why. There is an analytical component to this assignment and higher-grade papers will do more than describe the experience. This assignment is due on Monday April 9th at 2 PM and should be submitted via e-mail. The level of your performance (e.g. ranking, profits) has no bearing on your grade for this component. This is an individual assignment, and each student earns an independent grade; therefore it is expected that each student will work alone on the assignment and not discuss their work with other students.

Other Notes

Academic misconduct

Plagiarism and other forms of academic dishonesty will not be tolerated in this course. Please refer to the Brock Academic Integrity Policy found at <http://www.brocku.ca/academicintegrity/policy.php> for information concerning what constitutes academic integrity, and your rights should you be charged with breaches of academic integrity. Note that if you are caught plagiarizing on any course material, I will recommend that you receive a zero (0) grade for that material, with a minimum penalty of 20 percent. That is, at a minimum, that you will lose 20 marks from your overall grade. I will also recommend that a letter be placed in your file. If this involves a second offense, my recommendation with respect to grade will remain the same, but there may also be more serious ramifications as well, and that a note be put on your transcript. You must sign the Academic Integrity Form at the end of this syllabus and hand it in to me by January 19.

Attendance: You are expected to attend every class. The penalty for missing class is the opportunity cost of not being able to participate in group work. You should consider this course (and all your courses) to be your primary work responsibility, and plan to attend all classes.

Preparation: Merely reading the assigned material is insufficient; you must prepare the material. You should spend some time thinking about the topics. This will not only better prepare you, but also allow for a higher calibre of class discussions. You wouldn't show up to a business meeting unprepared, and nor should you show up to class unprepared. Furthermore, there may be concepts that you have difficulty with on your own and want me to elaborate on in the classroom. If you do not give sufficient

attention to preparing for class you will not be able to identify these difficult topics and will miss the opportunity to ask clarifying questions.

In-Class Rules: It is expected that everyone in the classroom will be respectful of everyone else, and while discussions may grow heated, inappropriate comments will not be tolerated. Please raise your hand if you want to speak and wait until called on. Do not interrupt each other; by the same token, try to keep your comments brief and to the point and avoid rambling. No electronic devices (cell phones, tablets, laptops, etc.) are permitted to be powered on in class unless the work we are doing requires otherwise. Your primary responsibility in class is to be an active member of the meeting and laptops tend to be distracting. If you have notes, analyses, spreadsheets, etc. that you want to bring into class it is advised that you print them out and bring hard copies with you.

Teamwork: A large portion of your final grade (60%) will be determined by work in groups and with others. Compared to working independently, the synergistic dynamic that occurs in teams generates more creativity and productivity. On the flip side, however, teams can get mired in free-riding and politicking. Your challenge both in this course and as a manager is to learn the skills that ensure that your team resembles the former rather than the latter. It is the responsibility of all group members to deal effectively with any group dynamic problem of this nature in the early stages of the difficulty. If the problem cannot be rectified via inter-group action, then it is the further responsibility of the group members to bring the problem to the attention of the professor (this, however, should be viewed as a 'last-ditch' effort, but should not be left until the end of the semester, because by that point I will not be able to do anything to help).

As much as you (or others) may feel that you are willing to accept a greater share of the workload and do the work yourself, this negates the value of a team. Please do your part to ensure that no team members feel marginalized or excluded. Remember that you will sink or swim as a team (all team members receive the same grade on all group assignments, no exceptions), so nip any potential problems in the bud and ensure that the work is evenly distributed among team members. Though you must eventually hand in a unified team decision, this does not mean that within your team there can be no dissent; often, a voice in opposition and constructive conflict generate ideas and spur the team on to solutions and decisions that may have been overlooked.

Note on Grades: I understand that many of you have minimum grades that you need to achieve in order to remain in a particular program (e.g., co-op) or receive/retain a scholarship. This 'need' for a particular grade will not impact the grade you receive in any way. What has happened in the past is that students have approached me near the end of the term (or after the term is complete) to discuss their need for a particular grade. At this point in time, though, there is absolutely nothing I can do to help you reach your goal, because there are no grades left to earn. I would suggest that if you feel that there is a particular number that you require, that you discuss this with me early in the semester rather than at the end. I would like, however, to stress as strongly as possible that you requiring a minimum grade (or believing you do) will itself not change the grade you earn; it is merely additional information that we can discuss throughout the term.

Furthermore, in my courses, the following behaviors are considered a breach of academic ethics:

- Asking for extra assignment(s) for the purpose of raising your grade.
- Asking that your grade be raised because it is very close to the next higher grade.
- Asking that a grade be raised because you did very well on one part of the course or grading scheme.

- Asking for a higher grade because you didn't like the grading scheme.
- Asking to be allowed to turn in an assignment late – even a few minutes late – because of computer or printer problems, or any other reason.
- Asking to be treated better than other students by making an exception to the rules.
- Asking for any other unfair advantage in grading.

Administrative Details:

- The last date to officially register in the course is January 19.
- The last date to withdraw from the course without a grade being assigned is March 9.
- No papers will be graded or returned for students not officially enrolled in the course.

Class schedule

Date	Topic	Textbook/Readings	Assignment due dates and Quizzes
Jan. 10 (Wed)	Introduction/Overview Course Expectations Discussion of Marketing Break-even analysis Strategic Planning	Course Syllabus Chapter 1 – Strategic Planning	In-class Group Assignment #1
Jan. 17 (Wed)	Marketing Research Segmentation and Positioning	Chapter 2 – Marketing Research Chapter 5 – Market Segmentation	In-class Group Assignment #2
Jan. 24 (Wed)	Consumer Behaviour Business Buying	Chapter 3 – Consumer Behaviour Chapter 4 – Business, Government and Institutional Buying	In-class Group Assignment #3
Jan. 31 (Wed)	Product Decisions and New Product Development	Chapter 6 – Product and Brand Strategy Chapter 7 – New Product Planning and Development	In-class Group Assignment #4
Feb. 7 (Wed)	Personal Selling and Sales Management Distribution Decisions	Chapter 9 – Personal Selling, Relationship Building, and Sales Management Chapter 10 – Distribution Strategy	In-class Group Assignment #5
Feb. 14 (Wed)	Integrated Marketing Communications	Chapter 8 – Integrated Marketing Communications	In-class Group Assignment #6
Feb. 21 (Wed)	NO CLASS TODAY	READING WEEK	ENJOY THE TIME OFF
Feb. 28 (Wed)	Pricing Strategy	Chapter 11 – Pricing Strategy	In-class Group Assignment #7
Mar. 7 (Wed)	Services Marketing International Marketing Marketing Ethics	Chapter 12 – The Marketing of Services Chapter 13 – Global Marketing	In-class Group Assignment #8
Mar. 14 (Wed)	EXAM	DURING REGULAR CLASS TIME	
Mar. 21 (Wed)	Markstrat Simulation I	Markstrat materials	TBA
Mar. 28 (Wed)	Markstrat Simulation II	Markstrat materials	TBA
Apr. 4 (Wed)	Markstrat Simulation III	Markstrat materials	TBA
Apr. 9 (Mon)	No Class Today but . . .		Thought papers due at 2:00 PM

Academic Integrity

All work presented must be original and properly referenced. Any suspected cases of plagiarism will be taken seriously following the Brock University Guidelines for Academic Misconduct in the 2017/2018 Graduate Calendar. A 'Statement of Academic Integrity' must be read, completed and attached to your Individual Case Report.

STATEMENT OF ACADEMIC INTEGRITY

MBAB 5P05

Section #5

Winter 2018

Professor: Eric Dolansky

Please read and sign this statement and submit this sheet with your Individual Case Report. Your report will not be graded until you have submitted this form.

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

- Quoting someone's words without using quotation marks
- Quoting someone's words without acknowledging the source
- Citing someone else's ideas in my own words but without citing the source
- Using someone else's organization of ideas
- Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper)
- Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles)
- Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.
- Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): _____

Signature: _____

Date: _____