

**MAR 6816 – STRATEGIC MARKETING MANAGEMENT
SESSION V – PMBA DTC**

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COURSE DESCRIPTION & OBJECTIVES

The course is designed to provide a descriptive as well as a managerial treatment of the scope, nature, opportunities and problems involved in designing and implementing marketing strategies in a dynamic global environment. Both macro and micro issues will be examined to provide a broad understanding of the fundamental components of marketing. We will examine how the economy has evolved over the past three to four decades and explore the trends that will affect the marketing environment of the future.

Translating a business strategy to actual business performance requires expertise in all the functional elements of marketing. A Marketing Manager, therefore, has to be a good business strategist first. She should have the ability to *understand and analyze the market, the customer, the competition* and then creatively weave this knowledge together to formulate strategy.

This course has been designed to achieve the following four objectives:

Strategic Thinking. Ability to think strategically does not come naturally! There are no set rules one can follow that will yield a strategy automatically. Strategic thinking is a creative process that involves rigorous analysis, creative intuition, judgment and a lot of practical business acumen. This course aims to develop skills for creative strategic thinking using business cases and a marketing simulation game.

Functional Expertise. As any business manager would know, merely developing a strategy does not take the business anywhere – successful implementation is equally important. In this course, the assumption is that the course participants would have a working familiarity with the basic marketing concepts and marketing terms. The focus in this course is to be able to use that basic knowledge to create a successful marketing plan. Lectures on consumer behavior, strategy, product policy, advertising and promotion planning, sales and distribution, and strategic marketing planning will aim at providing the necessary background and perspective that will be useful in designing marketing plans.

Analytical Skills. Some competence in financial analysis as well as the ability to conduct quantitative analysis of data is required in most marketing jobs. This course requires basic competency in these areas. All cases in the course will require financial and quantitative analyses. An outline lecture will be scheduled in the first two weeks of the course to acquaint the participants with basic quantitative tools that will be useful in this course.

Communication Skills. To be able to present one's ideas logically, forcefully and persuasively is a very basic skill required of all managers – but, more so of marketing managers. Case discussions in the class provide a good forum to practice and develop effective communication skills. Each course participant will be carefully observed throughout the semester for substantive contribution to the case discussions as well as for effective communication abilities.

COURSE MATERIAL:

MARKSTRAT Online – Student Handbook

■ Jean Claude Larreche & Hubert Gatignon

Course Pack Comprising Cases (to be obtained after second week of class)

Class Notes (available at www.bus.ucf.edu/ganesh)

Note: There is *no* required text for the course. “Marketing Management” by Philip Kotler & Kevin Lane Keller is a recommended reference. You may also use any other marketing text as your reference.

COURSE FORMAT, PHILOSOPHY & STRUCTURE

The course will include lectures, class discussions, simulation, and case analyses. *Students are required to read carefully the assigned material before the class for which it is due.* The assigned readings provide an extensive treatment of the subject material. The class lectures will essentially summarize, enhance, and complement the assigned readings. *Regular attendance and extensive in-class participation are critical for success in this course.*

Learning by the Case Method: Management education involves the development of a set of philosophies, approaches, skills, knowledge and techniques. I am of the opinion that lectures, readings and problem solving exercises are the most efficient means of acquiring knowledge, become informed about techniques, and to test the applications and limitations of the techniques. But, the development of philosophies, approaches and skills is best served by the case method.

I strongly believe that the skills required to become effective managers are best acquired by practicing in a simulation-type environment. The case method is built around the concepts of metaphors and simulation. Each case is a description of a real business situation and serves as a metaphor for a particular set of problems. The case approach helps managers sharpen their analytical skills, since they must produce quantitative and qualitative evidence to support recommendations and decisions. The case participant is challenged to defend their arguments and analyses; the effect being a sharpening of problem-solving skills and a heightened ability to think and reason rigorously.

Good management decision making consists of the processes of analysis, choice, persuasion and generalization. These are essentially the four steps that comprise the case process: a) individual analysis and preparation – immersing yourself in the case and actively playing the role of the protagonist; b) meeting in small groups to decide on the optimal strategic choice and the quantitative and qualitative evidence to support your decisions and recommendations; c) in-class discussion/presentation – this amounts to persuading your fellow participants and the instructor; and d) end-of-class generalization about the learning.

Often the fourth step of this process, generalization, gets sidelined, although in my mind it forms the crucial part of good management practice and culminates the learning process. An astute manager steps back from each situation he or she has experienced and asks, “What did I learn?” and “How does this particular situation/experience relate to the big picture?” Generalization of the lessons learned from an individual case can be achieved effectively by relating the case to the assigned reading material and business journal articles.

GRADING POLICY

Grades will be assigned **strictly** based on the following cut-off points:

A	-	931 & above	A-	-	901 – 930	B+	-	871 - 900
B	-	831 – 870	B-	-	801 – 830	C+	-	771 – 800
C	-	701 – 770				D+	-	671 – 700
D	-	631 – 670	D-	-	601 – 630	F	-	600 & less

COURSE EVALUATION

Exam 1 (Markstrat Fundamentals)	-	100 Pts
Exam 2	-	200 Pts
Marketing Strategy Simulation	-	300 Pts
MARKSTRAT Presentations	-	100 Pts
Case Quiz/CP (6 @ 50 points each)	-	300 Pts

Grades are **not negotiable**. To be fair to the entire class, there are **no** opportunities for extra credit assignments. Students with extenuating circumstances which require them to receive a certain grade or maintain a particular GPA (e.g., graduation, loss of a scholarship, University probation or suspension, loss of a job offer, revocation of student visa, etc.) must realize that they are responsible for working hard to achieve the needed class grade. Exceptions will not be made for individual students. Grades can be changed **only** if I have made an input or calculation error.

COURSE DEADLINES

MARKSTRAT simulation and case quiz deadlines are due on the dates specified in the schedule. **Under no circumstances will I entertain any extension of these deadlines.** If for reasons beyond your control you find it necessary to miss a scheduled **exam**, a make-up exam will be administered provided a request is made in writing (email accepted) with a valid reason (verifiable) for the absence.

PEER EVALUATION

Every member of a team is required to turn in a **confidential report** evaluating the participation and contribution of every other member on the team on a 0-100 scale (100 - Excellent, 0 - Very Poor). This system is designed to discourage free riders and reward active and enthusiastic participants. Your team members' evaluation of your contribution to the group assignment will affect your grade on the MARKSTRAT component of the course. **Please be fair in evaluating your team members.** This confidential report is to be turned in on the last day of class.

CLASS PARTICIPATION

Please come to class fully prepared and ready to open the discussion. Each case analysis will begin with a cold call opening and a *thorough, decision-oriented response is expected*. If, for some reason, you are not ready to open a particular class, please let me know in advance. Your case analyses grades will take account not only of the quality of your comments but your attendance, punctuality and preparation. Please ensure that you are in attendance for all classes. Any absence must be explained to me in advance. Please be on time for all classes. Late arrivals unfairly distract the student called on to open the discussion.

Class Administrative Policies

- ◆ As a courtesy to both your professor and your fellow students, all pagers, cell phones, electronic games, radios, CD players, or other devices that generate sound must be **turned off** during class.
- ◆ Disruption of class will not be tolerated. Disruptive behaviors include things such as: latecomers, early "leavers," noisy devices, intoxication, inconsiderate behavior (e.g., sleeping, reading other material, working on outside assignments, unprofessional email, excessive talking, eating/drinking). A warning may be given for the first offense, however repeated violators will be penalized and may face expulsion from the class and/or other disciplinary proceedings. Please be considerate of your fellow classmates.
- ◆ Policy on **academic misconduct**: UCF is committed to a policy of honesty in academics. Conduct compromising this policy may result in academic and/or disciplinary action. Cheating is a violation of student academic behavior standards. Any student who violates or knowingly helps another student violate academic behavior standards will be pursued through the Office of the Dean of the College of Business Administration and through the Dean of Students at UCF. (Source: The Golden Rule Student Handbook).

SPECIAL NEEDS

The University of Central Florida is committed to providing reasonable accommodations for students with disabilities in order to allow for equal learning opportunities. If you need such accommodations, please contact the Office of Student Disability Services at (407) 823-2371. Also, if you are likely to have religious obligations that will conflict with the due dates for particular assignments, please contact me immediately.

TENTATIVE CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READINGS</u>
02/02	Strategic Marketing Management: An Overview Introduction to MARKSTRAT	Markstrat Manual
02/09	Segmentation, Targeting & Positioning MARKSTRAT Simulation – Issues, Concepts & Operations	Markstrat Manual Class Notes
02/16	Strategic Planning & Customer Analysis Input for Year 1 Due Exam 1	HBS Case Class Notes
02/23	Industry Structure, Competition & Growth Case 1: Saxonville Sausage Company Input for Year 2 Due	HBS Case Class Notes
03/02	Basic Math in Marketing Case 2: Biopure Corporation Input for Year 3 Due	HBS Case Class Notes
03/09	Spring Break Holiday!	
03/16	Creating Value – Customer Acquisition Input for Year 4 Due Case 3: Omnitel Pronto Italia MARKSTRAT PLAN DRAFT DUE	HBS Case Class Notes
03/23	Creating Value – Use of Marketing Mix Input for Year 5 Due Case 4: Mountain Man Brewing Company	HBS Case Class Notes

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| 03/30 | Capturing Value - Pricing Decisions
MARKSTRAT Mid-Term Evaluation
Case 5: Natureview Farm or BMWFilms | HBS Case
Class Notes |
| 04/06 | Customer Equity & Life-Time Value
Input for Year 6 Due (in-class decision)
REVISED MARKSTRAT PLAN DUE
Case 6: A Taste of Frankenmuth: Michigan's Little Bavaria | HBS Case
Class Notes |
| 04/20 | Sustaining Value – Customer Retention
Case 7: The Brita Products Co.
Input for Year 7 Due | HBS Case
Class Notes |
| 04/13 | Relationship Management – Customer Development
Input for Year 8 Due
Case 8: Harrah's Entertainment, Inc. | HBS Case
Class Notes |
| 04/27 | Course Review
Analysis & Presentation of Simulation Strategies
Exam II | |