

# MKTG 4390 Spring 2018

**Sam Houston State University  
College of Business Administration  
Department of Management and Marketing**

<b>Course Number:</b>	<b>MKTG 4390</b>
<b>Course Title:</b>	<b>Strategic Marketing Management</b>
<b>Prerequisites:</b>	MKTG 3310
<b>Instructor:</b>	John J. Newbold
<b>Office:</b>	SHB 236P
<b>Phone/Email:</b>	936-294-1274; <a href="mailto:jnewbold@shsu.edu">jnewbold@shsu.edu</a>
<b>Class Hours &amp; Location</b>	<b>T/TH 8:00 – 9:30 S-H 336 T/TH 9:30 – 11:00 S-H 336</b>
<b>Office Hours:</b>	T/TH 11:00 AM – 2:00 PM
<b>Required Access Code:</b>	<b>The instructor will provide instructions on acquiring access to the simulation game. It will cost around \$50, and this cost will be shared by three team members.</b>
<b>Required Text:</b>	(None: We will be using articles provided by the Instructor)



©marketoonist.com

# Course Description

As the capstone course in marketing, this course is designed to integrate and apply all of the learning that has come before in previous marketing courses. This will be accomplished through:

Part I: Review of Marketing Strategy in the Context of Overall Business Strategy

Part II: Marketing Simulation Game

Part III: Individual Critical Thinking Assignments

## Learning Objectives

### 1. Reviewing Business Analysis Frameworks and Techniques

Students will **obtain factual knowledge** and develop a deeper understanding about the marketing strategy and how it relates to overall business strategy. A list of concepts covered can be found in Appendix A.

### 2. Practicing Critical Thinking About Marketing Strategy

Critical thinking will be promoted, as students will be asked to:

- 1) Complete a predominantly **essay exam** wherein students will be asked to describe, provide examples of, and provide analyses in support of marketing strategy.
- 2) Participate in a **simulation game** whereby they will be tasked to develop a marketing strategy for a hypothetical company and compete against other students for market share, profits, or achieve other strategic objectives.
- 3) Finally, each individual student will complete **2 Critical Thinking Assignments**. These are short papers (4 – 6 pages) where the application of critical thinking techniques will be deployed. Topics of the papers change from semester to semester.

## How to Succeed in this Class

### 1) Go to class! Do not skip!

All material will be through lecture in class, so you cannot afford to miss!

For the simulation game, rounds will be discussed and analyzed in class, so you cannot afford to miss!

### 2) Take good notes in the Student Workbook.

This will help you prepare for the two exams.

## Grading and Evaluation

***Class Participation and Attendance:*** Each student is required to participate in class discussions. Attendance is NOT enough. You must talk, make *intelligent* comments, and/or ask questions to achieve a "good" grade for participation (any comment that may demonstrate that you have not read the assignment will be *negatively* graded).

***Excessive Missed Classes:*** It is very important to attend class. Important topics are covered that are not in a book, and important issues related to class activities are discussed. Previous experience has shown that those students who miss excessively perform poorly on key class deliverables. **For this reason, anyone missing more than 2 classes will receive a failing grade for the course.**

- ***Note: Tardies are counted as absences!***
- ***Note: More than 3 absences merits a participation score of "0".***
- ***Note: More than 8 absences warrants a failing grade for the course.***

Number of Absences	Points Earned (Out of 40)
<i>3 or Less</i>	<i>40</i>
<i>4 - 7</i>	<i>0</i>
<i>8 or more</i>	<i>Failing grade for course</i>

### ***Student Workbook:***

Students will be provided a workbook to be completed in-class during lectures. This workbook will be collected twice (prior to each exam) and graded for accuracy and completeness.

### ***2 Exams:***

The first exam covers the key marketing analysis concepts discussed in the review portion (first third) of the class. This exam will consist of multiple choice and short answer essay questions.

The second exam will be the Final Exam, and will consist of short answer essay questions related to the Simulation Game.

### ***Simulation Game:***

The “Marketing Practice” Simulation Game is a group assignment. Teams of 3 or less will be formed. You will NOT be graded upon the performance of your company. Rather, the Final Exam will consist of short-answer essay questions about learning from the Simulation Game.

### ***Critical Thinking Writing Assignments:***

During the semester, there will be 2 writing assignments where you will be challenged to think critically about a marketing problem or issue that is currently in the news. The nature of these assignments will change from semester to semester.

### **Grading/Evaluation Point Summary:**

#### **Grading Summary:**

Attendance	40 points	( 7 % )
Workbook	60 points	(10 %)
Exam 1:	200 points	(33 %)
Critical Thinking Assignments	200 points	(33 %)
Final Exam	<u>100 points</u>	<u>(17 %)</u>
TOTAL	600 points	(100%)

<b>Grading Scale:</b>	100% - 90% = A
	89% - 80% = B
	79% - 70% = C
	69% - 60% = D
	Below 60% = F

## Course Policies

Your enrollment in this course indicates your agreement to follow the course Policies as laid out in the ensuing pages. If, for any reason, you feel you cannot comply with one or more of these course policies, it is recommended that you drop this course.

### **“Take Early” Exams**

**Note: There will be no make-up exams. Students who miss an exam without making a provision to take the exam early will simply receive a “0” score for the missed exam.** In order to qualify for a “Take Early” exam, **the student must inform the instructor prior to the time of the exam**, via email or phone message, of their inability to take the exam at the assigned time. The make-up exam must then be taken **prior** to the scheduled exam. Students are allowed one “take early” exam. There will be no provision for missing a second missed exam. The student will receive a “0” for the second missed exam.

### **Appealing Answers on the Exams**

Unfortunately, there is not enough time in class to review each and every question and answer from each exam. However, you are encouraged to make an appointment with the instructor to review your exam on a question-by-question basis. If you feel the answer key is incorrect, or that more than one answer may be correct, you may appeal your answer. Your appeal **must be typed** and must **provide a rationale for the answer that you believe is correct**.

Answer the following questions for each question you are appealing. Your appeal will not be considered if you do not answer all of the questions:

- 1) Which question are you appealing?
- 2) Have you reviewed all of the relevant background material? In particular, the book, class lectures, and your notes?
- 3) Explain, in detail, why you feel the answer you chose is at least as good as if not better than the answer provided by the publisher of the test bank. Be sure to cite the text book, and/or class lectures and your notes.

Appeals must be sent to the instructor via email **within one week of the return of the graded exam**.

### **Student Absences on Religious Holy Days**

Section 51.911(b) of the Texas Education Code requires that an institution excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination

or complete an assignment from with the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignment(s) and/or examination(s) are to be completed.

### **Students with Disabilities Policy**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

### **Academic Dishonesty**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

**"Cheating" includes the following and similar actions:**

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. **The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course.** If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

# Course Topics

Topics	Concept
	<b>Introductory Concepts</b>
	Overview
1	Overview of Corporate Strategy
2	Implications of Being Publicly Held
3	What Marketing Contributes to Corporate Strategy
4	The Role of a Board of Directors
	<b>Business Models</b>
5	The Basic P & L
6	Understanding Marketing's Impacts to the P & L
7	Understanding How a Firm Makes Money
8	COGS, OPEX and Taxes, Oh My!!
9	What is a Good Level of Profitability?
10	Looking at the P & L for Clues to Strategy
11	Services Businesses. Manufacturing Businesses, Internet Businesses
	<b>Basics of Marketing Strategy</b>
12	Target Market
13	Marketing Mix
14	Emphasis and Allocation
	<b>Target Market: Closer Look</b>
15	Target: First and Most Important
16	Clues to Target Strategy: Mission/Vision and Goals
17	Analytic Tools: SWOT & Growth Matrix
	<b>Marketing Mix: Closer Look</b>
18	For Goodness Sake! Know the 4 P's!!
19	Product: Part of Target, Usually First
20	"Total Product": The Product Component Model
21	Price: Collecting Value & the "Three C's"
22	The Promotion Mix: Advertising, Personal Selling, Sales Promotion and Public Relations: Pros and Cons of Each
23	Impact of Digital Marketing
24	Distribution: Competing Interests in the Channels
25	Distribution Channel Architecture
26	Distribution Intensity
27	Analytic Tools: 3 Fundamental Business Strategies; PLC Theory
	<b>Emphasis and Allocation: Closer Look</b>
28	Emphasis and Allocation: "How We Play the Game"
29	How the Marketing Mix is Manipulated to Achieve Goals
30	The Allocation of Scarce Resources: \$\$, People and Time
31	Emphasis and Allocation Analytic Tool: BCG Matrix

## Tentative Class Schedule

<b>W</b>	<b>D</b>	<b>Lectures</b>	<b>In-Class/Homework Assignments</b>
1	J 18	Class Introduction & Orientation	Syllabus Student Workbook Critical Thinking Handbook
2	J 23	Overview of Corporate Strategy Implications of Being Publicly Held	In-Class Exercise: “Lost in the Woods”
2	J 25	What Marketing Contributes to Corporate Strategy The Role of a Board of Directors	In-Class Exercise: “Your Personal Board of Directors”
3	J 30	The Basic P & L Understanding Marketing’s Impacts to the P & L Understanding How a Firm Makes Money	In-Class Exercise: Critically Examining Business Models
3	F 1	COGS, OPEX and Taxes, Oh My!! What is a Good Level of Profitability?	In-Class Exercise: Critically Examining Business Models
4	F 6	Looking at the P & L for Clues to Strategy Services Businesses. Manufacturing Businesses, Internet Businesses	In-Class Exercise: Walgreens vs. CVS
4	F 8	Target Market Marketing Mix Emphasis and Allocation	In-Class Exercise: Michael Porter Video
5	F 13	Target: First and Most Important Clues to Target Strategy: Mission/Vision and Goals	In-Class Exercise: “Heads Up!” <b>Critical Thinking Assignment #1 Handed Out</b>
5	F 15	Target: Analytic Tools: SWOT & Growth Matrix	In-Class Exercise: “Build Your Own Growth Matrix”
6	F 20	For Goodness Sake! Know the 4 P’s!! Product: Part of Target, Usually First “Total Product”: The Product Component Model	In-Class Exercise: Creating a New Product
6	F 22	Price: Collecting Value & The “Three C’s”	In-Class Exercise: “Which C?”
7	F 27	The Promotion Mix: Advertising, Personal Selling, Sales Promotion and Public Relations: Pros and Cons of Each	In-Class Exercise: Slogan/Logo Quiz <b>Critical Thinking Assignment #1 Due</b>

		<b>Impact of Digital Marketing</b>	<b>Collect Workbook For Grading</b>
7	M 1	<b>Distribution: Competing Interests in the Channels</b> <b>Distribution Channel Architecture</b> <b>Distribution Intensity</b>	<b>In-Class Exercise: “Jeopardy!”</b>
8	M 6	<b>Analytic Tools: 3 Fundamental Business Strategies; PLC Theory</b>	<b>In-Class Exercise: “Jeopardy!”</b>
8	M 8	<b>Exam 1</b>	
9	M 13	<b>Spring Break</b>	
9	M 15	<b>Spring Break</b>	
10	M 20	<b>Emphasis and Allocation: “How We Play the Game”</b> <b>How the Marketing Mix is Manipulated to Achieve Goals</b> <b>The Allocation of Scarce Resources: \$\$,People and Time</b> <b>Importance of ROI</b> <b>Emphasis and Allocation Analytic Tool: BCG Matrix</b>	
10	M 22	<b>Introduction to Simulation Game</b>	
11	M 27	<b>Practice Game 1: Turns 1 - 2</b>	<b>Critical Thinking Assignment #2 Handed Out</b>
11	M 29	<b>Practice Game 1: Turns 3 - 6</b>	
12	A 3	<b>Practice Game 2: Turns 1 - 2</b>	
12	A 5	<b>Practice Game 2: Turns 1 - 2</b>	
13	A 10	<b>Debrief from Practice Games</b>	<b>Critical Thinking Assignment #2 Due</b>
13	A 12	<b>Real Game: Turns 1 - 2</b>	
14	A 17	<b>Real Game: Turns 3 - 6</b>	
14	A 19	<b>Real Game: Turns 7 - 10</b>	
15	A 24	<b>Real Game: Turns 11 - 14</b>	
15	A 26	<b>Real Game: Turns 15 - 18</b>	
16	M 1	<b>Real Game: Turns 19 - 22</b>	
16	M 3	<b>Review for Final Exam</b>	
17	M 8	<b>Final Exam</b>	<b>Final Exam</b>
17	M 10	<b>Final Exam</b>	<b>Final Exam</b>