Business 230-01: Marketing Management  
MBA (Early Career) Program  
Spring Semester 2016  
San Jose State University  

Professor: Robert E. Sibley, Ph.D.  

Class Time & Location: Mondays through March 14: 6:00 p.m. to 10:00 p.m.;  
Friday, March 18: 6:00 p.m. to 10:00 p.m.;  
Saturdays, March 5 and 19, TBA  
BBC 021  

Office Hours: Mondays and Wednesdays: 4:45 p.m. to 5:45 p.m.  
After class and by appointment  

Contact Information:  
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Email – Robert.Sibley@sjsu.edu  
Office Phone – 408-924-3443  
Office Fax – 408-924-3445  


Online simulation, via registration at www.game.ilsworld.com  

Additional readings as provided by the instructor.  

Recommended Texts: Texts from any prior marketing and strategic management classes are likely to be helpful.  

Course Prerequisites: None.  

Course Description: (From the SJSU Catalog) “Fundamental concepts and skills required for understanding markets and managing marketing efforts. Includes market orientation, consumer and industrial buyer behavior, market segmentation, target market identification, product development, pricing, distribution channels, marketing communication, strategy development, and marketing planning and control.”  

Primary Course Objective: The primary purpose of this course is to investigate the broadly defined topic of marketing management from a strategic perspective. Marketing management concepts—and tactics—will be analyzed, but the analysis will take place within a framework of strategy: What is the firm trying to accomplish? What is
marketing’s role in this effort? What should the plan be for marketing management and how should it be executed tactically? As graduate students, who either are—or are aspiring to be—executive decision-makers, you need to be concerned not only with the assimilation of concepts, or the tactical execution of same, but with the development of critical thinking skills. Thus, whenever possible, we will attempt to identify either the potential or actual application of these concepts with respect to marketing strategy (and tactics). This should provide insight regarding how to fine-tune a marketing program in order to effectively satisfy customer needs.

It is my intent in teaching this class for you to gain, or develop, three distinct competencies: (1) understanding the basic concepts underlying the marketing function; (2) developing an understanding of the primacy of strategy, and how the concepts and the marketing mix tactics can only be understood in light of marketing (and corporate) strategy; and (3) gaining some experience in developing marketing strategies and deriving appropriate marketing concepts and tactics to execute your strategies.

Additional Course Objectives:

1. Acquaint the student with the concepts of marketing strategy, market segmentation, positioning, and the “4P” marketing mix tactics—and the interrelationship among these concepts.

2. Demonstrate that decisions have consequences, while reinforcing the truism that business is all about decision-making under uncertainty.

3. Provide practice at “putting it all together”—developing a strategy, segmenting a market, developing a positioning, and tactically executing against these standards in the marketplace.

COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.

The scheduled course contact hours are in compliance with the required course credit hours (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html) and the required course culminating experience (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html).

In-class Participation: This course requires active student participation. Students are expected to attend class and participate in class discussions. The student’s command of the material, and the development of critical thinking skills, will be facilitated in the context of class discussion and the simulation. Class discussions will generally do one or more of the following: (1) further explain material from the text; (2) provide examples
of concepts covered by the text; and/or (3) provide pertinent material which goes beyond the scope of the text.

**Group Participation:** Because so much of this class depends on group work, your group members will evaluate your performance (and you will evaluate theirs) in terms of contributing to group work both in class and out of class. Think twice about “free riding.”

**Simulation:** The marketing management simulation provides a meaningful opportunity in which to develop your strategic and tactical abilities and it demands that substantial energy be devoted to critical thinking. Consequently, students will be divided into “teams” who will assume the role of senior marketing management for their company. These teams/companies will compete in the marketplace with other teams/companies through a simulation exercise. Each marketing management team will formulate and submit a written strategy document, which lays out the firm’s strategies and includes a market segmentation plan, proposed brand positioning, and tactical overview at the end of the “test market” period (that is, prior to Quarter 5) of the simulation. Each team will then make a series of tactical marketing management decisions which reflect the managers’ ideas about how best to implement the company’s strategy. The team’s results will stem from a combination of the managers’ decisions, competitors’ decisions, and customer tastes and preferences. Additional assignments related to the simulation include a formal final presentation and advertisements which should reflect the brand’s positioning to its particular audience(s).

**GRADING POLICY**

*The final course grade will be based on the following:*

- **15% - In-class Participation:** Students receive 1 participation point each class meeting for being ready to participate in class. To receive the participation point, students must arrive to class on time. Late students may not receive credit. In addition, participation in discussions and any in-class projects will be considered for the final in-class participation grade, earning the student extra participation points—which will be curved based on class performance.

- **15% - Group Participation:** Your group members will evaluate your performance (and you will evaluate theirs) in terms of contributing to group work both in class and out of class. As a great deal of the work in this class is group-oriented, think twice about “free riding.”

- **20% - Strategy Document:** This is a written document which includes a statement of the company’s overall corporate strategy (as well as the major subsidiary strategies that must work together to support the overall strategy), a market segmentation plan, a proposed brand positioning, and a tactical overview prior to the beginning of the simulation.
• **15% - Company Performance:** This is based on the performance of your company over the course of the simulation—measured relative to the “scoreboard” in the game and any metrics agreed upon by the team and the instructor—as well as a qualitative evaluation of the efforts of the team’s managers. Note that your presentation may impact this perception.

• **10% - Company Advertisements:** Each student team will negotiate an advertising strategy and a creative brief for their simulation firm with the instructor. Upon approval, each team will create—in a minimum of two different media—at least three sample ads for their firms that clearly communicate their brand’s positioning. These ads will be presented during the final presentation.

• **25% - Final Presentation:** This is a formal, oral presentation where the team will provide a recapitulation of its strategy (as a starting point), and then trace the progress of the company over the course of the simulation. The report should be more of a “big picture” overview of what happened and how you fared against your strategic goals, rather than a mere recitation of tactical decisions.
  
  o In other words, what happened to your company? Why? How did your company perform? Looking ahead, what would your company do in the future if the simulation were to continue? This is where each team will “lay their cards on the table.”
  
  o Fifteen points of this grade will be a group “content” grade. (Is the team’s presentation complete? Is it clear? Is it consistent?) The other ten points will be the individual student’s “stylistic” grade—verbal performance, non-verbal performance, and visual aids. And, yes, each group member must present. Also, you will be evaluating other groups’ presentations. It might interest you to know that a great deal of learning takes place at this event. As a result, **ATTENDANCE IS MANDATORY FOR THE GROUP PRESENTATIONS** on Saturday, March 19, 2016).

**Incompletes:** Incompletes normally will not be given. Since the only possible reason for an incomplete would be a missed presentation—which would, at best, inconvenience your groupmates and, more likely, damage their grades—it is highly unlikely that the instructor will grant a request for an incomplete. Don’t even ask unless it is an extreme—and documentable—emergency.

**Course Grading Metric:**

- A+ = 97.00 — 100.00
- A  = 93.00 —  96.99
- A- = 90.00 —  92.99
- B+ = 87.00 —  89.99
- B  = 83.00 —  86.99
- B- = 80.00 —  82.99
- C+ = 77.00 —  79.99
- C  = 73.00 —  76.99
- C- = 70.00 —  72.99
UNIVERSITY POLICY INFORMATION

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

NOTE: This course is taught in accordance with—and this instructor adheres to—all College and University guidelines and policies. It is your responsibility to know the relevant guidelines and policies. Nothing contained herein shall be construed in any way as a waiver of, or exception to, these policies and guidelines.
LUCAS COLLEGE AND GRADUATE SCHOOL OF BUSINESS MISSION

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

LUCAS COLLEGE OF BUSINESS PROGRAM LEARNING GOALS (MBA)

Note: Not all program learning goals are covered in every course.

Goal One: Business Concepts

Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making

Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness

3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.

3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills

Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics

5a. Demonstrate an ability to understand and adapt to global market changes

5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills

6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.

6b. Demonstrate the principles and processes of effective written communications.
LUCAS COLLEGE OF BUSINESS POLICY INFORMATION

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.
### Anticipated Course Chronology*
**BUS 230-01, MBA (EC)**  
**Spring 2016**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>M 2/01</td>
<td>Course introduction, Syllabus, Expectations, Beginnings, Assumptions</td>
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<tr>
<td>2</td>
<td>M 2/08</td>
<td>Basic Operating Model (BOM), SWOT, Strategy Select Groups Simulation Quarters 1 and 2—Getting Started</td>
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<tr>
<td></td>
<td></td>
<td>Chapters 1 and 2--also helpful, Chapters 3 and 7 (pp.112-118)</td>
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<tr>
<td>3</td>
<td>M 2/15</td>
<td>Tactics (4 Ps) Simulation Quarter 3—Test Market Chapters 9 (Product), 11 (Price), 12 (Place), and 14 (Promotion)</td>
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<tr>
<td>4</td>
<td>M 2/22</td>
<td>Segmentation Simulation Quarter 4—Evaluate, Revise, Prepare for Ongoing Operations (including strategy document to receive further funding)</td>
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<td></td>
<td></td>
<td>Chapters 4 (pp. 60-64), 5, and 6 Strategy Paper Guide Out</td>
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<tr>
<td>5</td>
<td>M 2/29</td>
<td>Positioning STRATEGY PAPER DUE Group meetings w/ instructor to obtain agreement to plans, funding</td>
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<td></td>
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<td>Chapters 7 (pp. 106-112) and 8</td>
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<td>6</td>
<td>Sa 3/05</td>
<td>Social Responsibility and Sustainability in the Global Economy Chapter 18</td>
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<tr>
<td>7</td>
<td>Sa 3/05</td>
<td>Simulation Quarters 5—Global Rollout—and 6</td>
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<tr>
<td>8</td>
<td>M 3/07</td>
<td>Simulation Quarter 7 Presentation Guidelines Out; Discussion of articles</td>
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<td>9</td>
<td>M 3/14</td>
<td>Simulation Quarter 8 (Presentation Discussion)</td>
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<td>10</td>
<td>F 3/18</td>
<td>Analysis, presentation preparation, instructor consultations</td>
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<tr>
<td>11</td>
<td>Sa 3/19</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>M 3/21</td>
<td>GROUP EVALUATIONS DUE</td>
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</table>

*The instructor reserves the right to alter the course chronology as he deems necessary/advisable.*