

MBA539 – Marketing and Customer Service Issues – Fall 2010
Sec. 001 – Tues 7:00-10:00pm

Instructor: Kirk Smith

Phone: 426-3180

Email: ksmith@boisestate.edu

Office Hours: Tues 1:30-3:30&5-6pm
and by appointment

Office: B307

Text: Market-Based Management, 5th ed. (2009) by Roger Best.

Markstrat Simulation:

To register for the simulation and purchase your **Markstrat** Participant Handbook

1. Navigate to <http://estore.stratxsimulations.com>
2. Enter our MBA539 Course ID: (will be placed here when I have it)
3. Purchase the Markstrat Participant Handbook and Participant Activation Key (PAK)
4. Upon purchase, you will automatically be registered in the simulation

Instructions on how to install the **Markstrat** Team Software and get started are provided in the Participant Handbook.

MBA Program Objectives Met In This Course

Build student skills in the discipline-specific areas of:

<input type="checkbox"/>	Accounting
<input type="checkbox"/>	Economics
<input type="checkbox"/>	Financial Analysis
<input type="checkbox"/>	Global Issues
<input type="checkbox"/>	Human Resource Management
<input type="checkbox"/>	Information Technology
<input type="checkbox"/>	Legal Issues
<input checked="" type="checkbox"/>	Marketing
<input type="checkbox"/>	Operations Management
<input type="checkbox"/>	Organizational Design
<input checked="" type="checkbox"/>	Strategy Formulation

Enhance student intellectual development in:

<input type="checkbox"/>	Corporate Social Responsibility
<input checked="" type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Ethics
<input type="checkbox"/>	Innovation and Creativity
<input checked="" type="checkbox"/>	Structured Problem Determination and Solving
<input checked="" type="checkbox"/>	Unstructured Problem Determination and Solving
<input checked="" type="checkbox"/>	Quantitative Literacy

Strengthen student interpersonal skills in:

<input type="checkbox"/>	Change Management
<input type="checkbox"/>	Communication - Oral
<input checked="" type="checkbox"/>	Communication - Written
<input type="checkbox"/>	Conflict Resolution
<input type="checkbox"/>	Leadership

X	Negotiation
	Sensitivity to Individual and Cultural Differences
X	Team Management

Detailed Course Objectives

1. Build marketing skills, specifically how to:
 - a. build and sustain competitive advantage;
 - b. determine market segment attractiveness;
 - c. analyze the competition;
 - d. make tactical marketing (product, price, promotion, distribution) decisions;
 - e. effectively segment markets;
 - f. implement marketing strategies;
 - g. understand customer choice behavior;
 - h. improve service quality;
 - i. utilize market research in decision-making;
 - j. manage a portfolio of products;
 - k. negotiate buyer-seller agreements;
 - l. create branding strategies;
 - m. manage a product across its life cycle;
 - n. build long-term buyer-seller relationships via personal selling;
 - o. manage the sales force;
 - p. utilize the value chain concept.

2. Build strategy formulation and structured problem-solving skills by learning a process to address marketing issues.

3. Enhance student personal growth in critical thinking, unstructured problem-solving, and quantitative literacy through a computer simulation experience where students make marketing decisions and see the consequences of those decisions.

4. Strengthen student written communication skills via writing marketing plans.

5. Strengthen team management skills via work within a team on the simulation and marketing plans.

Grade Determinants

1. First Markstrat marketing plan (group)	15%
2. Second Markstrat marketing plan (group)	15%
3. Markstrat final ranking (group)	15%
4. Quizzes	20%
5. Final exam	25%
6. In-class application exercises & class participation	<u>10%</u>
	100%

Assessment Plan (connection between course objectives and grade determinants)

Course objective	1 st mktg plan	2 nd mktg plan	Markstrat final ranking	Quizzes	Final exam	In-class applica. exercises & class participa- tion.
1.a. build and sustain competitive advantage	X	X		X	X	
1.b. determine market segment attractiveness	X	X		X	X	
1.c. analyze the competition	X	X		X		
1.d. make tactical marketing decisions	X	X		X	X	
1.e. effectively segment markets	X	X		X		
1.f. implement marketing strategies			X			
1.g. understand customer choice behavior				X		X
1.h. improve service quality				X		X
1.i. utilize market research in decision-making	X	X			X	
1.j. manage a portfolio of products	X	X	X			
1.k. negotiate buyer-seller agreements						X
1.l. create branding strategies				X		X
1.m. manage a product across its life cycle			X	X		
1.n. build LT relationships via personal selling						X
1.o. manage the sales force						X
1.p. understand the concept of a value chain						X
2. build strategy formulation skills	X	X	X		X	X
3. critical thinking, unstructured problem-solving, quant literacy	X	X	X		X	X
4. Written communication	X	X				
5. Team Management	X	X	X			

General Notes on Markstrat Grade Determinants (items 1, 2, and 3)

1. Each student will self-select into a group of four or five so that we have twelve Markstrat management teams.
2. Each management team is fully responsible for running its own company in the Markstrat3 simulation.
3. Decisions are always due **before** 4:00pm on the Tuesday dates indicated on the schedule. If your team is late or fails to input its decisions before that time, the simulation will automatically determine the missing decisions. Computer-generated decisions are almost always poorer than practically any decisions management teams make.
4. The results of your decisions will be available by the end of class (10:00 pm) on the same days they are due.
5. All students will have the opportunity to evaluate the performance of their group members. Based on these evaluations, individual grades might be adjusted downward as far as zero. The grades given to a member's group on any of the first three grade determinants are the highest scores an individual can receive on those determinants of his or her grade.
6. Markstrat final ranking grades will be assigned according to the relative position of team stock price indices at the end of the final period of play within each Markstrat competitive world. Members of the top team in each of the two Markstrat Worlds earn a grade of 100%. Additional grades of 95%, 90%, 85%, 80%, and 75% will be assigned to the remaining five teams in each world according to descending rank order of finish.

Specific Notes Related to Markstrat Marketing Plans (Grade Determinants 1 and 2)

1. Due Dates.
 - a. Markstrat Marketing Plan 1 is submitted electronically to your instructor **on or before 7:00pm on Tuesday, September 28**. The file should be readable in MS-Word and sent as an email attachment to ksmith@boisestate.edu. Name your file: {Team ID} MS Plan 1.doc. For example, Markstrat team AA would name their file: AA MS Plan 1.doc.
 - b. Markstrat Marketing Plan 2 is submitted electronically to your instructor **on or before 7:00pm on Tuesday, October 26**. The file should be readable in MS-Word and sent as an email attachment to ksmith@boisestate.edu.
2. Marketing Plan 1 Details. Assume your boss wants a document outlining the initial steps the new management team plans to take and why they make sense for your Markstrat firm. Your boss has very little time or tolerance for long reports, so the report is limited to no more than 12 pages of double-spaced text in addition to cover page, table of contents, executive summary, figures, and tables. Also, if you want a shot at a raise next year, make sure your report contains at least the following sections:
 - a. Executive Summary. Provide the highlights of your plan in a page or less. Explain your strategy, why it makes sense, the expected financial ramifications, and any other key information that might support your strategic choice. "Other key information" usually means facts or insights that are critical to support your strategy. This information depends on the situation but might be something about the competition or about customer preferences or about your cost structure or about your competitive advantage or maybe something else. The key is that after

reading the Executive Summary, your boss should know exactly what is planned, be convinced it is a good idea, and understand the anticipated outcomes.

- b. Situation Analysis (or comprehensive SWOT). What is your firm particularly good at? What is it weak at? Where are the opportunities and threats? Explain the hand you've been dealt in detail and lead the reader to...
 - c. Product Portfolio Analysis. Explain at the highest level which product-segment matches you intend to fund, which you intend to milk, which you hope to maintain, which you'll divest, where you'll try new entries, etc. and your rationale for those choices.
 - d. Tactical Plan. Clearly outline the marketing tactics you intend to use in order to execute the strategy you've identified in item #2 above.
 - e. Financial Ramifications. Create a pro-forma income statement forecasting the outcomes you anticipate for the next three rounds.
3. Marketing Plan 2 Details. All conditions outlined above for the first paper apply to this second one (except that you're not a new management team). Since market conditions have evolved, your company's strategy will probably also have evolved. Thus, an examination of the successes and failures of the initial strategy must also be included. This critique can be provided in a separate section or integrated into the existing sections of your marketing plan.
4. Paper Grading.
- a. Paper grades will be determined by a weighing of scores on the Clear, Concise, and Compelling categories as described in the COBE Graduate Writing Assessment Form (attached). The Clear and Concise categories are worth 25% each; the Compelling category is worth 50% since the bottom line here is to convince your boss that the team understands its situation clearly and has a solid strategy for the future. Remember, bosses aren't likely to fund a strategy that they do not think will work.
 - b. All components of the Clear, Concise, and Compelling categories described in the attachment will be used here, except the documentation component. References are not required since all data and supporting information come from the Markstrat handbook or the Markstrat simulation itself.
 - c. The boss expects things to be on time. Late charges are severe and, if necessary, will be assessed as follows:
 1. 10-30 minutes late: 10% off
 2. 00:31 – 24:00 late: 25% off
 3. 24:01 – 48:00 late: 50% off
 4. More than 48:00 late: 100% off

Specific Notes Related to Quizzes (grade determinant #4)

1. Nine quiz opportunities will be presented during the semester. The best eight will be weighed equally to determine 20% of your course grade.
2. Each quiz will consist of a set of related open-ended questions regarding a main topic in the *Market-Based Management* chapter(s) assigned for that particular class meeting. Minor points, footnotes, and such are NOT fair game for quizzes.

3. Quizzes begin exactly at 7:00pm on the class meetings indicated on the attached schedule. The quiz time period ends when the last person who started the quiz on time completes his or her work. No late quizzes will be given after the quiz time period ends. For example, if a student arrives four minutes late and the last person who started the quiz on time turns it in at the six-minute mark, then the late student must also turn in his or her quiz paper after having had only two minutes to work on it. A student arriving at the seven minute mark would be ineligible for that evening's quiz since the quiz period would have ended.
4. Make-up quiz opportunities are given when requested prior to the quiz date. Contact the instructor if you know in advance that you will miss class on a quiz night and you wish to make up the quiz.
5. No notes or books can be used while taking a quiz. Each student must provide original work in class for each quiz. Cheating on any quiz will result in a course grade of "F" and with it, expulsion from graduate studies.

Specific Notes on the Final Exam (Grade determinant #5)

1. Twenty final exam study questions have been provided. The first section of the final exam will consist of the instructor's choice of three of the questions from the provided list. Forty percent of the final exam grade will be determined by performance on these questions. Students are encouraged to prepare answers to all of the study questions outside of class and can use any means available to develop quality answers. However, no previously-prepared answers can be used on the final exam; you must write from memory. The final exam is closed book and closed notes. Cheating is punishable by a course grade of "F."
2. The second section of the final exam will be a short answer marketing strategy formulation for a provided short case study. This section counts for 60% of the final exam grade and is also closed book and closed notes.

Specific Notes on Class Participation (grade determinant #6)

1. Class participation is determined via the instructor's subjective evaluation of both the quality and quantity of comments during the class meeting times. If one were to show up for every class meeting but never say a word, one would expect 75% on class participation.
2. Class attendance is required to earn participation points. One cannot earn class participation points via any other method.

Statement of Shared Values

Boise State University upholds the following values as the foundation for a civil and nurturing environment. Campus community members and all who are part of COBE are expected to adhere to the following values.

Academic Excellence – engage in our own learning and participate fully in the academic community’s pursuit of knowledge.

Caring – show concern for the welfare of others.

Citizenship – uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.

Fairness – expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.

Respect – treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn’t resort to intimidation, coercion or violence to persuade.

Responsibility – take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.

Trustworthiness – demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

Course Schedule

Date	Subject	Suggested Markstrat Reading (Pages)	Market-Based Mgmt (Chapters)	Materials Due
8/24	Introduction; Principles of Marketing	None	None	None
8/31	Marketing Plans and Case Analysis; Port-Marine Case	1-22	1, 2, Port-Marine handout	Q1
9/07	Markstrat Info #1; Portfolio Analysis and how it connects to Marketing Plans	23-35	3, 11	Q2
9/14	Value; Segmenting and Targeting	36-58	4, 5	Q3
9/21	Competitor Analysis; MP1 Work Time	59-72	6	Q4
9/28	Interpreting Market Research; Markstrat Info #2	None	None	D1, MP1
10/5	Offense & Defense, Group Decision-making	None	12, 13	D2, Q5
10/12	Product	None	7	D3, Q6
10/19	Pricing	None	8	D4, Q7
10/26	No Class, but decisions and papers are due	None	None	D5, MP2
11/2	Marketing Channels/Distribution	None	9	D6, Q8
11/9	Sales Promotions and Advertising	None	10	D7, Q9
11/16	ROI for Marketing Projects*	None	None	D8
11/23	Thanksgiving Holiday	None	None	None
11/30	Professional Selling and Sales Management	None	None	D9
12/07	Implementation; Profit Impact; Course Wrap up; Markstrat debrief	None	15, 16	None
12/14	Final Exam	None	None	Group Evaluation Form

Key: Q = Quiz
D = Markstrat Decision
MP = Marketing Plan Paper

* A laptop will be useful but not necessary

Markstrat Marketing Plan Grading Sheet

	Excellent (4)	Acceptable (2)	Unacceptable (0)	
Clear				
Composition	<input type="checkbox"/> The message provides all necessary information, anticipates readers' questions	<input type="checkbox"/> Message addresses the necessary information.	<input type="checkbox"/> Readers are left with critical questions regarding the objective of the message.	
Organization	<input type="checkbox"/> The message is logically organized at the sentence, paragraph, and message level, making it easy to read and comprehend; includes executive summary where appropriate	<input type="checkbox"/> Message shows evidence of an organizing principle, but lacks logical flow or sections such as executive summary	<input type="checkbox"/> The reader struggles to see how the message is organized. The reader may not finish the message.	
	<input type="checkbox"/> Facts are clearly distinguished from opinions.	<input type="checkbox"/> Facts are generally distinguished from opinions.	<input type="checkbox"/> Facts and opinions are confused and confusing.	
Wording & Phrasing	<input type="checkbox"/> The message' terminology engages the target audience.	<input type="checkbox"/> Message generally speaks to the target audience.	<input type="checkbox"/> Message does not speak to the target audience.	
	<input type="checkbox"/> The message uses clear, specific terms that readers can clearly understand. It avoids unnecessary jargon, buzzwords, or big words.	<input type="checkbox"/> Message uses terminology the readers can understand.	<input type="checkbox"/> The message uses vague, inflated, or empty terminology.	
Format	<input type="checkbox"/> The message employs an appropriate and effective page layout/format making it easy for readers to see the objective and the structure of the message.	<input type="checkbox"/> Message uses some principles of effective formatting	<input type="checkbox"/> Message is not well formatted. The reader may not finish the message.	
Headings	<input type="checkbox"/> Headings clearly show the organization of the message	<input type="checkbox"/> Headings are used to show the organization of the message.	<input type="checkbox"/> Headings either not used or do not help.	
Concise	<input type="checkbox"/> The message is to-the-point, not wordy. It does not waste the readers' time with irrelevant material. Uses active voice & simple language	<input type="checkbox"/> The message is generally concise; some wordiness, some long sentences, overly formal style	<input type="checkbox"/> The message is wordy and lacks clear focus	
Compelling				
Tone	<input type="checkbox"/> Message displays effective expression, uses informal but professional language, presents positive light where possible, & avoids hedging and sarcasm.	<input type="checkbox"/> Message is generally positive but may display a slightly negative or sarcastic attitude.	<input type="checkbox"/> The message is negative or tries to impress rather than express	
Persuasion	<input type="checkbox"/> Arguments, assertions, and opinions are supported with appropriate resources to convince the readers regarding the validity of the message.	<input type="checkbox"/> The message is generally supported to build credibility.	<input type="checkbox"/> The message presumes credibility and does little to earn it.	
	<input type="checkbox"/> Creatively satisfies all requirements of the assignment or case.	<input type="checkbox"/> Basically satisfies the requirements of the assignment or case.	<input type="checkbox"/> Some assignment requirements not addressed.	
Punctuation & grammar	<input type="checkbox"/> Correct grammar, spelling, and punctuation are used throughout the message to assure readers that the message is credible and professional.	<input type="checkbox"/> Generally correct for grammar, spelling, and punctuation. A few minor errors that do not impede meaning or credibility for the reader.	<input type="checkbox"/> The many errors in this message make the reader doubt the message's credibility and the writer's professionalism.	
Documentation	<input type="checkbox"/> The message effectively uses appropriate APA citation format to build credibility.	<input type="checkbox"/> The message uses adequate APA citation format.	<input type="checkbox"/> Inadequately documented. Possible plagiarism. APA format not used.	