MKT 7010 (G01) 3.0 CH
MARKETING MANAGEMENT
Fall 2018

INSTRUCTOR
Name: Subramanian Sivaramakrishnan (“Subbu”)
Phone: 204-474-8437 Office Location: 316 Drake Centre
Email: subbu.s@umanitoba.ca Office Hours: Wednesday 3-5 pm, or by appt.

COURSE DESCRIPTION
This is the first marketing course in most MBA programs, and a required one with good reason. Regardless of the department you work in or your area of expertise, it is important that business professionals have a strong understanding of marketing, because every employee in the firm has a role to play in it. The below quote sums this up well:

“Marketing is too important to be left to the marketing department.” – David Packard, Co-Founder of HP

Marketing is the major contact point of an organization with its customers. Anytime we buy a coffee at Tim Hortons, test drive a Honda, fly Air Canada, see a Donate Blood ad, or use our VISA card to buy furniture at IKEA, we are directly or indirectly in contact with the marketing department of those organizations. Marketing forms the backbone of most organizations. The success and failure of organizations can often be traced to their marketing-related decisions.

Marketing is not just for profit-making companies operating in competitive marketplaces. Even governments, Crown corporations, not-for-profit organizations, and monopolies need marketing. Also to be noted is that marketing is not about influencing customers to buy, but rather about keeping the organization’s stakeholders satisfied. More details on this will be discussed in the course.

COURSE OBJECTIVES
This course is designed to introduce you to the discipline of marketing. While it won’t make you a marketing expert, this course will give you enough knowledge to understand marketing from both the organization’s and the consumer’s perspectives. From an academic standpoint, it will provide you with the necessary foundation to comprehend material in any marketing electives you might take later.

The five major objectives of this course are to:

1. Help you understand the importance and role of marketing in business.
2. Introduce you to the marketing concepts and the terminology used by marketers.
3. Develop your analytical skills by examining cases involving marketing decision situations.
4. Give you hands-on experience in making marketing decisions for a simulated firm.
5. Give you experience in preparing a Marketing Plan.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Thinking</td>
<td></td>
<td>Case discussions and Simulation Game</td>
</tr>
<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td>✓</td>
<td>Case discussions and Simulation Game</td>
</tr>
<tr>
<td>B. Students are able to identify different strategies.</td>
<td>✓</td>
<td>Case discussions and Simulation Game</td>
</tr>
<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
<td>✓</td>
<td>Case discussions and Simulation Game</td>
</tr>
<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>✓</td>
<td>Case discussions and Simulation Game</td>
</tr>
<tr>
<td>Global Perspective</td>
<td></td>
<td>Class discussions</td>
</tr>
<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
<td>✓</td>
<td>Class discussions</td>
</tr>
<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Mindset</td>
<td></td>
<td>Class discussions and Case discussions</td>
</tr>
<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>✓</td>
<td>Class discussions and Case discussions</td>
</tr>
<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
<td>✓</td>
<td>Class discussions and Case discussions</td>
</tr>
<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
<td>✓</td>
<td>Class discussions and Case discussions</td>
</tr>
<tr>
<td>Quantitative and Financial Proficiency</td>
<td></td>
<td>Case Analyses and Simulation Game</td>
</tr>
<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
<td>✓</td>
<td>Case Analyses and Simulation Game</td>
</tr>
<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
<td>✓</td>
<td>Case Analyses and Simulation Game</td>
</tr>
<tr>
<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
<td></td>
<td>Case Analyses and Simulation Game</td>
</tr>
<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
<td>✓</td>
<td>Case Analyses and Simulation Game</td>
</tr>
</tbody>
</table>
COURSE MATERIALS


2. Cases (four available at Campus Bookstore, three available on *UM Learn*)

3. *The Marketing Game!* software and instructions manual (available on *UM Learn*)

The textbook has 22 chapters and over 700 pages. Attempting to cover all the material in ten classes will be futile and do nothing but cause information overload. Therefore, we will concentrate on only the most important aspects. “Kotler’s Bible” (as the textbook is sometimes referred to) is a good marketing book to have for reference in your personal library due to its encyclopaedic nature. I still have mine from my MBA student days!

COURSE FORMAT

Classes will include lectures and active discussions that will introduce you to the concepts and strategies in marketing. This component is intended to build your marketing knowledge base. Class discussions will be based not only on the book, but also other sources.

To build your marketing-related analytical abilities, we will discuss several cases—decision-making situations faced by companies. It is expected that you will come to class having thoroughly read the scheduled case and having taken a shot at analyzing the situation and making a decision recommendation.

To give you hands-on experience in making marketing decisions, you will participate in a marketing simulation called *The Marketing Game!* This will give you a good opportunity to apply marketing concepts as you learn them and see the financial outcome of your marketing strategies, in a competitive business environment.

Finally, you will utilize all that you learned in the course in preparing a Marketing Plan for a product that you will be assigned.

COURSE ASSESSMENT

There are six components to the assessment of your learning:

- **Midterm Exam (in-class; Nov 5)** - 30 %
- **Case Quizzes (5 x 3%; best 5 of 6 scores)** - 15 %
- **The Marketing Game!:**
  - *TMG Performance (group work)* - 20 %
  - *TMG Quiz (individual work; due Sept 23, 11.59 pm)* - 5 %
- **Marketing Plan (group work; due Dec 10, 11.59 pm)** - 28 %
- **Completion of two peer assessments (1% + 1%)** - 2 %
I will be using the below letter-grading scale. My grading scale may be higher than that of many other courses, but usually so also is the class mean. In the event of a skewed distribution of grades at the end of the term, the cumulative marks may be curved up or down as necessary.

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>87-91</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>80-86</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>75-79</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>70-74</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>65-69</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>60-64</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**NOTE:** Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

**Midterm Exam:** The closed-book exam, scheduled during class hours, will consist of 3 or 4 long-answer questions. Format and scope of the exam will be announced sufficiently in advance.

**Case Quizzes:** A short multiple-choice case quiz will be given just before we begin discussing each case (except the one on Sept 24). These quizzes will test you on facts provided in the case, not on the analysis. If you read the case thoroughly, you should be able to answer the questions. The best five quiz scores will count toward the grade. As you can afford to miss one quiz, no makeup quizzes will be given, even in the case of excused absences. Your quiz score will be recorded as 0 if you take the quiz but do not stay for the case discussion. We may occasionally need to postpone a case discussion to the following class, but will not postpone the case quiz.

**The Marketing Game! (TMG) Performance:** You will be assigned to a team that will be responsible for making the marketing decisions of a TMG “firm”. Each firm will compete against the three other firms in the simulated TMG “industry” for sales, market share, and profits. You will make 9 decisions (1 trial + 8 real ones) outside of class time. Decisions are due Sunday by noon the week that a TMG decision is due. The results will be released on Monday in class. In the event a firm does not submit its decisions by the deadline, the simulation will be processed with that firm’s decisions from the previous decision and also assessed a $1 million penalty, which can be disastrous. Therefore, please ensure you submit every decision in time.

The 8 periods in the simulation will consist of two 4-period phases. After the first four periods, the game will be reset and we will start the next four decisions afresh. This is done to help out firms that commit a blunder early in the game and can never catch up. Moreover, it’s a test of consistency for the firms that perform well in the first phase. In each of the two phases, the following system will be used to evaluate your firm’s performance:
In each period, the four firms in the industry will be rank-ordered both in terms of profit (contribution in \textit{TMG}) and unit market share. The two ranks (R) will then be added for each firm for that period. Lower the R, the better the firm is performing relative to competition. At the end of four periods, the firm with the lowest cumulative R has performed the best and will get the full 10%. The next three firms will get 9%, 8%, and 7% respectively. If this is confusing, hopefully the following example will make it clear:

Let us say your firm had the highest contribution and second highest market share in the industry in Period 1. In this case, your R is 1+2=3 for that period. If another firm has the third highest profit and the lowest market share in that period, that firm’s R is 3+4=7 for that period. Such Rs will be calculated for all four firms every period and cumulated for each firm across periods 1 to 4.

As you can see, higher profit and market share relative to your competitors’ lowers your R. Therefore, it is important that you try to maximize both. The best cumulative R any firm can have over four periods is 8 and the worst is 32. Suppose that after the four periods of the game your firm’s cumulative R is 14, and is the second lowest among the four firms, you will get 9% on the \textit{TMG} performance component.

For the second phase (Decisions 5 to 8), the ranking process will be repeated.

Note: To keep the evaluation straightforward, contributions and market shares will be ranked using a strict rank ordering, regardless of the magnitude of difference between the numbers. Therefore, it is possible that a firm ranked above you could have a profit of just a dollar more, or several million dollars more. Irrespective, that firm will be ranked above yours. Similarly, for market share. In the unlikely event that two firms have exactly the same contribution or market share (calculated to three decimal places), they will be given the same rank and the next lower firm will be ranked two ranks below, as is usually done in rank ordering. Similarly, a strict rank-ordering will be used for the cumulative R regardless of the differences.

\textit{TMG Quiz:} A multiple-choice online quiz of \textit{TMG} details to make sure you have knowledge of the simulation to begin competing effectively. The quiz will test you on Chapters 1-4 in the \textit{TMG} instructions manual (available on \textit{UM Learn}). Please read these chapters thoroughly prior to taking the quiz. Chapters 5-7 will become relevant as the simulation progresses. Completion of the \textit{TMG} Quiz past the deadline will incur a 20\% penalty for each day’s delay or part thereof.

\textit{Marketing Plan:} For this, you will be assigned to a group. Your group will write a Marketing Plan for an assigned product. Details are provided on \textit{UM Learn} and will be discussed in class. Submission of the Marketing Plan past the deadline will incur a 10\% penalty for each day’s delay or part thereof.

\textit{Peer Assessments:} Group work requires putting in your share of work and also providing feedback to team members. For \textit{TMG} and Marketing Plan, each group member’s grade will be adjusted to reflect individual contribution through a confidential peer evaluation at the end of the term. A midterm assessment (for feedback purposes only) will be conducted after \textit{TMG} Decision 4. The end-of-term peer assessment (could potentially impact grade) will be conducted after Dec 10. You will have two days to complete each assessment. Completing them by the deadline will earn you 1\% + 1\% respectively; non-completion will be a 0. It is your responsibility to check your email (junk mail folder also) for the peer assessment invitation mail. Please make sure you are a team-player throughout the term, and provide constructive feedback.

\textit{“The objective of marketing is to make selling unnecessary.”} – Peter Drucker
TENTATIVE CLASS SCHEDULE
(Midterm Exam date not tentative)

Sept 17 - Course Introduction
Topic: Introduction to Marketing
*The Marketing Game! (TMG) Briefing*

Sept 24 - Topics: Marketing Research; Financial Aspects of Marketing
Case: *Gentlemen Today*
*TMG Quiz (on UM Learn)* to be completed by Sept 23, 11.59 pm
*TMG Trial Decision due day before; Results communicated via UM Learn*

Oct 1 - Topic: Consumer Behavior
Case: *De Beers Group: Marketing Diamonds to Millennials*
*TMG Decision 1 due day before; Results announced in class*

Oct 8 - No class (Thanksgiving)
*TMG Decision 2 due day before; Results communicated via UM Learn*

Case: *California Foods Corporation*
*TMG Decision 3 due day before; Results announced in class*

Oct 22 - Topic: Product Management
Case: *Kookaburra Cricket Bats: Dealing with Cannibalization*
*TMG Decision 4 due day before; Results announced in class*

Oct 29 - Topic: Branding and Brand Equity
*TMG Decision 5 due day before; Results announced in class*

Nov 5 - Midterm Exam
Topic: Services Marketing (taught by Mohammed Bhabha)

Nov 12 - No class (Remembrance Day)
*TMG Decision 6 due day before; Results communicated via UM Learn*

Nov 19 - Topic: Distribution Management
Case: *Bolster Electronics: Dealing with Dealer Demands*
*TMG Decision 7 due day before; Results announced in class*

Nov 26 - Topic: Price Management
Case: *Fraser Company*
*TMG Decision 8 due day before; Results announced in class*

Dec 3 - Topic: Promotion Management; Wrap-up
Case: *Abercrombie & #FitchTheHomeless*

Dec 10 - Marketing Plan Due
ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at: http://umanitoba.ca/research/orec/ethics/human_ethics_REB_forms_guidelines.html.
In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee’s approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the Faculty and will be subject to destruction six months after the completion of any given academic term.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational
purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website: http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-A-ROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 204-474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information, please visit http://umanitoba.ca/student/saa/accessibility/.
It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.
Subbu Sivaramakrishnan
Dean’s Office and Department of Marketing
I.H. Asper School of Business

Subbu is an Associate Professor of Marketing and Associate Dean of the Undergraduate Program at the Asper School. He has a B.Sc. in Mathematics and an MBA from India, where he also worked as a management information analyst before getting a Ph.D. in Marketing from Penn State University. Prior to coming to Winnipeg, Subbu taught at the University of Arkansas at Pine Bluff.

At the Asper School, Subbu teaches at the Undergraduate, MBA, Ph.D. and Executive Education levels. Over the past year, he taught Contemporary Themes in Business (MBA), Marketing and Consumer Behavior (UG), and Branding (Exec Ed). Subbu has also taught courses in the US, Spain, Taiwan, Singapore, and India. He has co-authored four marketing textbooks, including Marketing Management, 14th Canadian edition and Marketing Research Essentials, 2nd Canadian Edition.


Besides academic work, Subbu has conducted marketing research studies for a number of organizations including the Canadian Museum for Human Rights, Labatt Breweries, MTS, MB Hydro, WAG, RWB, Investors Group, Manitoba Museum, Red River Ex, and UofM.

Subbu is married to a school teacher and has two kids.