The Cameron School of Business at University of St. Thomas

1. Course Information

Course Title: Marketing Management Theory
Course number: MBAE 5320
Course Section: 2348
Credit Hours: 3
Semester: Spring 2015
Course website: Blackboard MBAE 5320
Room #: Malloy 019
Days & hours: Monday 5:30-8:15
Prerequisites: MBA 5X05, MBA 5X06, MBA 5X07, MBA 5X08
Instruction Mode: Classroom/Online Hybrid

2. Instructor Information

Name: Dr. Shuoyang Zhang (Dr. Z)
Office location: Welder 201
Office Phone: 970-430-5325
FAX: 713-525-2110
Office hours: Monday 1:00-3:00PM, Wednesday Thursday 12:30–3:00PM, and by appointment
Skype: zhangshuoyang; Google+: zhangshuoyang@gmail.com (available for online meetings)
E-mail: zhangs1@stthom.edu (Please indicate MBAE 5320 in the Subject)
Emergency number: 970-430-5325 (mobile and text messaging)
Where to leave assignments: BlackBoard

3. Course Catalog Description

This course presents a graduate level overview of marketing principles from a strategic perspective. Topics include positioning, market intelligence, consumer behavior, marketing mix, ethics and social issues. Lectures, cases, presentations, and teamwork reinforce the concepts.

4. Program Goals and Objectives:

When students complete the MBAE degree at the University of St. Thomas:

Goal 1. They will be professional communicators.
- Objective 1: Graduates will deliver a compelling oral presentation.
- Objective 2: Graduates will write professional quality documents.

Goal 2. They will be effective collaborators, sensitive to diversity and social justice concerns.
- Objective 1: Graduates will demonstrate appropriate group techniques to participate in a team task.
- Objective 2: Graduates will develop an effective program of community relation that involves and informs multiple stakeholders.
- Objective 3: Graduates will demonstrate effective leadership skills in educational situation.
5. Course Learning Objectives (and relationship to program goals and objectives)

The essential objective for this course is learning to apply course material to improve thinking, problem solving, and decisions. This course will familiarize you with the fundamental principles of marketing and their applications in today’s business organization. Specifically, this course will examine the state of the art of each topic, with emphasis on discussing basic constructs, current events, and future trends. In addition, this course will give you the opportunity to work in teams to develop a comprehensive marketing plan for a real business/organization. At the end of this course, you will be able to:

- Analyze, using the tools of marketing management in a specific business situation and decide upon the best course of action. (Goals 3, 4, 5)
- Identify and act upon trends and provide solutions to real world marketing management problems. (Goals 3, 4, 5)
- Identify and address ethical issues within the context of marketing management. (Goal 3)
• Develop professional documents and present them professionally to aid decision makers. (Goal 1)
• Collaborate with cohort members and develop a marketing plan. (Goals 2, 3)

6. Texts, Readings, Materials

Required text:

Required readings:
The Wall Street Journal

7. Instructional methods:

This class will be using a combination of classroom and online activities, including lectures, discussions, case analysis, group projects, oral presentation, and written reports. Learning materials regarding the textbook chapters will be covered in the online sessions to highlight the key points in the readings. It is the student’s responsibility to read and study all assigned materials thoroughly and be prepared for the highly interactive discussions during in-person sessions.

8. Technology

• Online communication and collaboration;
• Online research and data retrieval;
• Use of general productivity software (e.g., Microsoft Office) to complete assignment;
• Use of BlackBoard learning platform

9. Course Tentative Schedule:

The schedule below is tentative and subject to change in the event of circumstances beyond the instructor’s control. The instructor reserves the right to make changes in the class outline as needed. An Announcement will be made in advance for any change to be made.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Assignments</th>
<th>Progress Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12 M</td>
<td><strong>Online: Course Overview, Syllabus, Student Survey, Bio Sketch, and</strong></td>
<td>Before the next session:</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Marketing’s Value to Customers, Firms, and Society</td>
<td>Complete the student survey online.</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Marketing Strategy Planning</td>
<td>Submit your bio sketch and bring a hard copy.</td>
</tr>
<tr>
<td></td>
<td>Assignments due before the next session.</td>
<td>Submit the chapter assignments on BB and bring a hard copy to the next in-person session.</td>
</tr>
<tr>
<td>1/19 M</td>
<td>MLKing Day (No Class)</td>
<td></td>
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</tbody>
</table>

MLKing Day (No Class)
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26 M</td>
<td>In-Person: Chapter Review; Team Introduction; Marketing Plan Team Project Guidelines and Rubric</td>
<td>Submit your team profile in PowerPoint on BB and bring a hard copy to the next in-person session.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>During this session students will form teams of 4 members and come up with your team name, mission statement, member bios. You will also work on a list of potential clients and a list of questions to ask the manager, staff, and customers.</td>
</tr>
<tr>
<td>2/2 M</td>
<td>Online:</td>
<td>Chapter 3: Evaluating Opportunities in the Changing Marketing Environment Chapter 4: Focusing Marketing Strategy with Segmentation and Positioning Chapter 5: Final Consumers and Their Buying Behavior</td>
<td>By this time you are expected to confirm with your client for the project and to have contacted the manager, staff, and customers and set up a time for an interview. Each team member is required to conduct at least 2 in-depth interviews with existing/potential customers.</td>
</tr>
<tr>
<td>2/9 M</td>
<td>In-Person:</td>
<td>Chapter Review; WSJ discussions; Team project Blogging Training on Grovo and WSJ Analysis 1 due before the session.</td>
<td>By this time you are expected to have conducted your in-depth interview with the managers and have finished some parts of the situation analysis.</td>
</tr>
<tr>
<td>2/16 M</td>
<td>Online:</td>
<td>Chapter 7: Improving Decisions with Marketing Information Chapter 8: Elements of Product Planning for Goods and Services Chapter 9: Product Management and New-Product Development</td>
<td>By this time you are expected to have conducted at least four interviews with (current and potential) customers.</td>
</tr>
<tr>
<td>2/23 M</td>
<td>In-Person:</td>
<td>Chapter Review; WSJ discussions; Team project WSJ Analysis 2 due before the session.</td>
<td>By this time you are expected to be doing additional research about competitors and external market.</td>
</tr>
<tr>
<td>3/2 M</td>
<td>Online:</td>
<td>Chapter 10: Place and Development of Channel Systems Chapter 11: Distribution Customer Service and Logistics Chapter 12: Retailers, Wholesalers, and Their Strategy Planning</td>
<td>By this time you are expected to have finished with in-depth interviews and started drafting situation analysis.</td>
</tr>
<tr>
<td>3/9 M</td>
<td></td>
<td>Spring Break (No Class)</td>
<td></td>
</tr>
<tr>
<td>3/16 M</td>
<td>Online:</td>
<td>Chapter 13: Promotion-Introduction to Integrated Marketing Communication Chapter 14: Personal Selling and Customer Service Chapter 15: Advertising, Publicity, and Sales Promotion</td>
<td>By this time you are expected to have drafted sections on Situation Analysis, SWOT, and Objectives.</td>
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10. Course Policies

It is required that everyone in class will:
- Attend all class meetings, read assigned materials, and participate in discussions.
- Raise relevant questions and contribute relevant observations to the topic being discussed.
- Demonstrate awareness of appropriate interpersonal communication, sensitivity to others, and professionalism.
- A laptop computer is allowed in class as long as it is used for classroom activities.
- Cell phones should be turned off or set to be “silent” or “vibrating” mode in class.
- Reasonable accommodations will be made for students with special needs.

Specifically,
1) **Attendance** will be recorded at each in-person session. Class attendance is considered essential to the learning process. It is important that you regularly and punctually attend all in-person sessions. If you are going to be absent from class, prior to the beginning of the class session, you should send an email to the professor with legitimate documentation. While missing class has a negative impact on your participation grade, absences without notifying the professor in advance will be even more detrimental to your participation grade. **10 points will be deducted for each in-person class session missed.**

2) **Participation** is based on both quality and quantity and can happen in-class and online. You need to demonstrate that you are actively engaged in the subject matter – this can be shown through your comments and questions in class and online, as well as your communication with the professor before and after class. In order to effectively participate in class, it is essential that you have prepared the assigned materials. It is a requirement for students to have read relevant text material prior to the class session. Higher quality class participation is reflected in thoughtful and analytical comments and questions that provide evidence of your understanding and add to everyone’s learning. Quality participation moves the discussion along and contributes to our collective learning.

3) **Chapter Assignments** will be posted on BlackBoard along with PowerPoint slides and lecture notes regarding the specific chapters of the week. Students must answer the questions in the study guides as a short-answer take-home exam for each chapter. You must submit your chapter assignments on Blackboard by the end of the online session and bring a hard copy to the next session. The best 16 assignments will accumulatively count for 80 points in total. This ensures that learning takes place online and students are prepared to discuss the topics in class.

4) **WSJ Analysis** is an important element in the course, which helps you relate the fundamental constructs to current events in the real world and gain insights in the future trend of the industry. EVERY student is expected to come to EVERY CLASS prepared to discuss at least one article from the Wall Street Journal. Students will be randomly selected to present WSJ each day. There will be a total of four WSJ analysis blogs due at the beginning of the in-person sessions on selected dates specified on the course schedule. Your blog should be written as mini-case analysis and must include the following information: the title of the article, link to WSJ website, time published, at least one image or video, and your own analysis of the article. Proper analysis requires that you summarize the article in an organized way (i.e. don’t copy it or give just minimal information) and explain your interest in the topic, relevance to this class, application of marketing constructs, and implications to other businesses, etc. PLEASE focus on the application to materials we have studied and explain how you believe the topic will fit something we will be studying in marketing management theory. Instant feedback will be given in class during WSJ discussions. You
will get an accumulative grade for your WSJ analysis at the end of semester out of 40 points in total.

You must post at least one comment on a blog posted by class members within the following week. Note that your comments reflect your participation online and will gain participation points. This exercise is designed to be beneficial to you professionally, and from a grading perspective. Please take full advantage of this excellent opportunity to learn, to become more professionally polished, and to help your grade.

1) **Marketing Plan Team Project** is a major component of this class. The project is designed to give you the opportunity to apply the concepts you are learning in Principles of Marketing to a real marketing problem. Each team will give a preliminary presentation at the initial stage of your work, give a final presentation, and complete a marketing plan written report at the end of the semester. Please frequently check the expectations on the course schedule in order to keep track of your team project progress. You need to document all your meetings in a team meeting log and evaluate each team members’ contribution to the project. Any work submitted by the team will be considered as representative of the work of all group members. However, Individual grades may be adjusted based on peer evaluation. **If you fail to meet your team obligations and are removed from the team, you will not be able to complete the assignment and will lose all points for that assignment.**

   a. **Team Meeting Log:** Each team is required to maintain and submit a written log of every team meeting by the time of preliminary and final presentations. A team meeting is defined as occurring whenever two or more members meet to work on the Marketing Plan Project. Reductions may be made in your team’s overall Marketing Research Project points score for Meeting Log submissions that are of poor quality. For each team meeting, the log entry should indicate:
      i. the date, duration (start and end times), and location of the meeting;
      ii. the team members attending the meeting (noting who arrived after the meeting began and / or left before it ended);
      iii. what your team discussed / accomplished at the meeting; and,
      iv. what work for future completion was assigned and to which member(s).

   a. **Peer Evaluation Form:** Each team member is required to submit a peer evaluation by the time of preliminary and final personation to report the contribution of everyone in the team to the project. **Your grades on team projects will be adjusted by peer evaluations of your efforts in the project.**

2) **Small Tasks:** Students are required to complete a series of small tasks throughout the semester in order to (1) bolster the student’s performance in courses in the business school and (2) better prepare students for their professions and careers after school. These tasks and workshops are offered both online and in person at various times and
locations. Please see below for a list of required tasks. You will gain 5 points for completing each one.
   a. Personal and Team Branding
   b. Blogging
   c. Social Media
   d. End of Semester Reflection

3) The grade of “F” will be awarded in the case of academic dishonesty, such as plagiarism and cheating on the examination. It may also be given in cases where the student demonstrates no effort/preparation, obvious lack of participation, lack of professionalism or respect. In this latter case, such students will have fair warning they are on this track and given the opportunity to improve, before "F" is awarded.

11. Student Grading Processes:

<table>
<thead>
<tr>
<th>Grading Activities</th>
<th>Points</th>
<th>% and Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>50</td>
<td>93.0 – 100% A</td>
</tr>
<tr>
<td>Chapter Assignments</td>
<td>80</td>
<td>90.0 – 92.9% A-</td>
</tr>
<tr>
<td>WSJ Blogs and Tests</td>
<td>50</td>
<td>87.6 – 89.9% B+</td>
</tr>
<tr>
<td>Team Preliminary Presentation              *</td>
<td>100</td>
<td>85.0 – 87.5% B</td>
</tr>
<tr>
<td>Team Final Presentation and Report          *</td>
<td>200</td>
<td>80.0 – 84.9% B-</td>
</tr>
<tr>
<td>Small Tasks</td>
<td>20</td>
<td>77.6 – 79.9% C+</td>
</tr>
<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>500</td>
<td>75.0 – 77.5% C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70.0 – 74.9% C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 – 69.9% F</td>
</tr>
</tbody>
</table>

* Individual grades on the team project may be adjusted based on team log and peer evaluation.

12. Available Support Services:

- **The Instructor:** Please feel free to text or call 970-430-5325.
- **Campus Guide:** [http://campusguides.stthom.edu/cameron](http://campusguides.stthom.edu/cameron)
- **Learning and Writing Center (LWC):** [www.stthom.edu/tutoring](http://www.stthom.edu/tutoring)
- **IT Helpdesk:** Phone: (713) 525-6900 Email: [ithelpdesk@stthom.edu](mailto:ithelpdesk@stthom.edu)
CSB Mission Statement

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty

Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

Accommodations

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.