



# **EMBA550: Marketing Management**

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## **Introduction**

The most successful firms are those that create sustained customer value. The role of marketing management in organizations is to formulate and implement strategies that support sustained customer value in a way that supports the fulfillment of the organization's mission. This process includes many factors that must be integrated to select the optimal marketing strategies for implementation including: 1) SWOT analysis; 2) segmenting, targeting and positioning within a market(s); 3) creating value through the marketing mix variables; 4) communicating value and acquiring customers; and 5) sustaining this value through customer relationship management activities.

## **Course Description**

This course provides a study of the marketing concepts and strategies of a global business environment focusing on the functional areas of marketing and the essential skills needed by successful managers to create sustained customer value. The topics to be covered will include individual and organizational problem solving and decision-making; understanding segmenting markets and customer value propositions; positioning the firm's total offering; effective marketing research; new product development; static and dynamic pricing strategies; communicating with consumers and estimating advertising's effectiveness; and how integrated marketing communication can be successfully implemented. The course will incorporate qualitative and quantitative analysis, especially for evolving environments with considerable uncertainty. I will use a combination of lectures and case analysis, and incorporate individual and group projects.

## **ACHIEVING THE COURSE OBJECTIVES**

Marketing is one of the most challenging, but exciting, areas of analysis and decision-making for firms. Why? Because marketing requires you to master an array of 'hard' and 'soft' skills. Although many marketing problems lend themselves well to quantitative analysis, the human element (qualitative analysis) plays a much larger role than in other business functions.

## **Materials – Text**

Required Textbook: Strategic Marketing Problems, 12th Edition (2010), by Roger A.Kerin & Robert A. Peterson, ISBN 978-0-13-610706-4

## **COURSE REQUIREMENTS**

### **Activities / Assessments\***

Bio (10 pts)

Group Members Posted (10 pts)\*\*

5 Discussion Boards (20 points each for a total of 100 pts)

Case 1 (South Delaware Coors, Inc) (50 pts)

Case 2 (Drypers Corporation: National Television Advertising Campaign) (50 pts)

Comprehensive Case 3 (Dr Pepper Snapple Group, Inc.: Energy Beverages) (100 pts)\*\*

Interdisciplinary Analysis Project 1 (50 points)

Interdisciplinary Analysis Project 2 (50 points)

Interdisciplinary Analysis Project Presentation (50 points)

Team Evaluation (50 points)\*\*

**Total (520 points)**

*\*All assignments are due on the assigned date/time. This information is contained in the Course Schedule shown at the end of this syllabus. **No late assignments will be accepted.***

\*\*The comprehensive case can be completed by a team of students or individually. Those who choose to work in a team will include a team evaluation for each member of the team. The team will also be required to complete a post in the virtual office.

### **Bio**

Complete a bio of yourself in the virtual office by the appointed time in the class schedule. Specific instructions are included in the Week 1 area of the course.

### **Group Member Posting**

If you are going to perform the case (Dr Pepper Snapple Group) as a group, please sign up in the virtual office before the Tue of Week 2. The maximum number of students in a group is 3. Please also annotate the sections you will be completing.

### **Team Peer Evaluation**

Complete a team peer evaluation sheet located in Week 10. This is due if you participated as a team member in the preparation of the final comprehensive case.

### Wall Street Journal Discussion Board Exercises

Students critique and discuss articles from the *Wall Street Journal* (www.wsj.com) and post them on the Discussion board. **YOU ARE NOT REQUIRED TO PURCHASE A SUBSCRIPTION TO THE WALL STREET JOURNAL.** I will post the topic for the aforementioned articles at the beginning of each discussion. Thoughtful responses (i.e., "replies") to critiques posted by others in the class are required. This is the class participation component of the grade. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the Discussion Board Exercises as you would treat class participation. As a general guideline, your grade on this portion will be a function of the **quality, (covering the topic and utilizing the text and the article) (at least 10 lines for postings and 5 lines for replies),** quantity (**A total of 5 high quality postings and 10 quality replies are REQUIRED to earn an A**), and consistency (i.e., even distribution of activity throughout the term; **postings should not be done in one "lump sum"**) on the Discussion board. *Please note the deadline for Discussion board participation is **Monday morning at 8 a.m. CST of specific weeks included on the weekly syllabus at the end of this document.***

### Case preparation

I chose cases for their ability to improve your marketing decision-making skills on a specific set of issues (e.g., pricing), not to provide general "world knowledge" about marketing practices in a certain industry. As a result, some of the cases may appear removed from the specific problems pertinent to your particular industry experience and interests. However, the lessons to be learned from the cases selected in this course are universally relevant and transcend the particular companies, countries, or industries in which they are set.

Some of you may not be familiar with the case teaching method. To benefit from the case method, you must be intimately familiar with the facts of each case. I also recommend you follow these simple steps:

- When reading the case, you should try to identify the underlying marketing problems (not just the symptoms described in the case). While doing this, you should think about how these problems apply to your industry and company. Do not attempt to find out what happened to the company. This greatly reduces what you will learn from the case.
- You should then generate alternative marketing actions (including their pros and cons) and make a decision about what should be done. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available. The arguments behind your recommendations are more important than your decision itself.
- Finally, you should prepare your analysis and decisions for submission using the guidelines below. Repeating case facts or personal experience is not enough.

A typical question at the end of a case discussion is: “so what is the answer?” In case studies, as in the real world, there is no unique answer (although some answers are better than others). What is important is that you know what you would have done in that specific marketing situation, and why,, and that you begin to construct your own framework for approaching more general marketing problems.

### **Case Analysis**

You will have to prepare three written case analyses. These write-ups are consistent with the amount of material you would have covered by the due dates. You will have to submit them to the dropbox and they will automatically be submitted to and reviewed by turnitin.com. **No paper will be accepted for grading if the turnitin.com percentage is greater than 25%.**

Case analysis must be typewritten and using APA format (I prefer single spacing as the only exception). You may include exhibits or appendices in your analyses. Exhibits and appendices do not count toward the page limit. The format for the written case analyses is as follows:

1. Executive summary (20%). This should define the problem, identify and expound on the key facts and analysis, and provide an outline with details of your recommendations.
2. Problem Statement (10%). The case analysis should begin with a **very** brief description of the background and key players in the scenario. This description provides a context for the problem. Make sure that you state the major problem your analysis will address.
3. Analysis and evaluation (50%). Identification of ALL important issues, use information presented in the case and concepts, theories, and/or past empirical research reported in the text to understand why the problems and issues have developed and why they are important. The analysis of each issue should be developed to provide the necessary background to lead to defining one or more reasonable alternative solutions to the problem.
4. Recommendations (20%). Recommended actions will evolve out of your analysis of the issues. Decide what should be done (or what should have been done). Be very clear on WHY you have chosen this action. Justify your decision with facts from the case and concepts FROM TEXT. Use sound analyses and reasoning.

### **Interdisciplinary Analysis Projects**

Each student in EMBA MKT 550 will be virtually teamed up with a student from EMBA ECO 510 to collaboratively work on 3 projects involving forecasting from both qualitative and quantitative approaches. The marketing students will assist with the research and analysis aspects of these projects. Specific instructions for these projects will be loaded in the doc sharing area of the course.

### **ACCESS AND NAVIGATION**

#### **Access and Log in Information**

This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

For personal concerns or questions, email is the best way to contact me. I generally check email several times each day and you can expect a response within 24 hours during the week and 48 hours on the weekend. Most questions will be answered within 24 hours. Replies will be sent to your myLeo email address.

If you have a question that affects the entire class, please use the Virtual Office within the course. This is a better way to clarify requirements and my answer. I can explain once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 4 times per week.

### **Student Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

## **COURSE AND UNIVERSITY POLICIES**

### **Drop a Course**

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLEO section of the Web page.

### **Incomplete Grade**

A grade of Incomplete is only given when a student has completed all work up to the last 2 weeks of the term, and **has an extenuating circumstance**. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

**ADA Statement - Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

**Academic Honesty Policy:**

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the —Doc Sharing tab. You should read this document, initial it, and submit it to me via its corresponding Dropbox.

**Course Schedule:**

WEEK	TOPICS/ASSIGNMENTS	CHAPTERS	DUE DATES
Week 1	Syllabus Review and Bio;		

Jan. 14	Foundations and Case Analysis; Academic Dishonesty Policy	KP 1 & 3	
Week 2  Jan. 21	Week 2 Discussion Board; Project One;  Financial Aspects	  KP 2	Signed Academic Dishonesty Policy by 1/21 8 a.m. CST; Bio Due 1/21 8 a.m. CST;  Project 1 Due Jan. 25
Week 3  Jan. 28	Case 1 Analysis Week 3 Discussion Board;  Segmentation and Targeting	  KP 4	Week 2 Discussion Posts due by 1/28 - 8 a.m. CST; Comprehensive Case Group Members Post Due by 1/28 -8 a.m. CST
Week 4  Feb. 4	Week 4 Discussion Board  Branding and Product Strategy	  KP 5	Week 3 Discussion Posts due by 2/4 – 8 a.m. CST  Case 1 Due by 2/4 – 8 a.m. CST
Week 5  Feb. 11	Week 5 Discussion Board  Promotion Strategy	  KP 6	Week 4 Discussion Posts due by 2/4 – 8 a.m. CST
Week 6  Feb. 18	Week 6 Discussion Board Case 2 Analysis Channel Strategy	  KP 7	Week 5 Discussion Posts due by 2/18 – 8 a.m. CST
Week 7			Week 6 Discussion Posts due by 2/25 – 8 a.m. CST;

Feb. 25	Pricing Strategy	KP 8	Case 2 Analysis due by 2/25 – 8 a.m. CST;
Week 8 Mar. 4	Reformulation Strategy	KP 9	Project Submission 2- Best Forecast – Due 3/4; Completed Forecast Presentation due by 3/ 8
Week 9 Mar. 11	Global Strategy	KP 10	Comprehensive Case 3 Due 3/14 – by 8 a.m. CST

<b>Discussion Rubric</b>			
<b>Task</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Needs Improvement</b>

<b>Posting</b>	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations. <b>PROPER MINIMUM LENGTH,</b> (10 points)	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate length. (6-8 points)	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length. (0-5 points)
<b>Reply including asking a question</b>	Clearly responds to another student's posting in your own words, then ask a question you are interested in knowing. <b>YOU MUST POST YOUR QUESTION, PROPER MINIMUM LENGTH,</b> (5 points)	Responds to another student's posting but you didn't clearly ask a question, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly respond to another student's posting, did not ask a question, incomplete in utilizing the text, or the article in your response and not the proper length. (0-2 points)
<b>Reply answering a question</b>	Clearly state and responds to another student's question in your own words, on topic, and utilizing the text and the article. <b>YOU MUST POST YOUR QUESTION YOU ARE ANSWERING, PROPER MINIMUM LENGTH,</b> (5 points)	State and responds to another student's posting but you didn't clearly answer a question that is posted, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly state or respond to another student's posting, incomplete in utilizing the text, and the article in your response and not the proper length. No answer to posted question. (0-2 points)

**Case Analysis Grading Rubric**

**The grading is on a 100% scale.**

The following rubric will be used as a general guideline for the evaluation of case analysis write up. Remember that the key components of the analysis are: **Executive Summary, Problem Statement, Analysis of Issues, Develop and Support the Recommendations.**

<b>Use correct grammar, punctuation, and American Psychological Association (APA) format.</b>	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)
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## Case Analysis Grading Rubric

**This document is available in the Doc Sharing area – Case Information Category**

Note that the component areas of a thorough case presentation are listed on the left column, and levels of performance are listed across.

This listing can help you better prepare your case analysis. Evaluation criteria are listed for both the content and the process aspects.

Component	Unacceptable (D)	Unacceptable ( C )	Acceptable (C+ to B-)	Good (B to B+)	Excellent (A- to A+)	
<b>Executive Summary</b>	<b>0-9pts</b>	<b>10-11pts</b>	<b>12-14pts</b>	<b>15-17pts</b>	<b>18-20pts</b>	20
This should define the problem, identify and expound on the key facts, analysis and evaluation, and finally provide an outline with details of your recommendations.	no of the problem, limited or no key facts, analysis and evaluation, and details of your recommendations, lack of depth, lack of organization and logic, poor quality in writing	vague coverage of the problem, key facts, very limited analysis and evaluation, and details of your recommendations, logic and weak quality in writing	vague and limited coverage of the problem, key facts and limited analysis and evaluation, and details of your recommendations, logic and reasonable good quality in writing	clear & distinctive, but limited, coverage of the problem, key facts and some but all analysis and evaluation, and details of your recommendations, logic but reasonably good quality in writing	full, concise coverage of the problem, identify a key facts with analysis and evaluation, and provide details of your recommendations, logic and good quality in writing	
Component	Unacceptable (D)	Unacceptable ( C )	Acceptable (C+ to B-)	Good (B to B+)	Excellent (A- to A+)	
<b>Problem Statement</b>	<b>0-5pts</b>	<b>6pts</b>	<b>7pts</b>	<b>8pts</b>	<b>9-10pts</b>	10
The case analysis should begin with a very brief description of the background and key players in the scenario. This description provides a context for the problem.	no core problem identified, no brief background, no key players, no primary issues identified, lack of depth of analysis, lack of organization and logic, poor quality in writing	vague coverage of background, players, core problem, primary issues; limited depth of analysis, organization and logic and weak quality in writing	vague and limited coverage of background, players, core problem, primary issues; limited depth of analysis, organization and logic and reasonable good quality in writing	clear & distinctive, but limited, coverage of background, players, core problem, primary issues; good depth of analysis, organization and logic and reasonable good quality in writing	full and complete coverage of background, players, core problem, primary issues; good depth of analysis, organization and logic and good quality in writing	
Component	Unacceptable (D)	Unacceptable ( C )	Acceptable (B- to B)	Good (B+)	Excellent (A- to A)	
<b>Analysis of Issues</b>	<b>0-24pts</b>	<b>25pts</b>	<b>26-34pts</b>	<b>35-43</b>	<b>44-50pts</b>	50

<p>Identification of ALL important issues, use information presented in the case and concepts, theories, and/or past empirical research reported in the text to understand why the problems and issues have developed and why they are important. The analysis of each issue should be developed to provide the necessary background to lead to defining one or more reasonable alternative solutions to the problem.</p>	<p>no comparison or integration of appropriate terminology, key concepts or theories, demonstrate understanding of the WHY in the problems with the analysis of each issue and necessary background, definitely lacking or showing poor depth of analysis, organization, logic, and quality of writing</p>	<p>vague integration of appropriate terminology, key concepts or theories, demonstrate understanding of the WHY in the problems with the analysis of each issue and necessary background, definitely lacking or showing poor depth of analysis, organization, logic, and quality of writing</p>	<p>vague and limited integration of appropriate terminology, key concepts or theories, demonstrate understanding of the WHY in the problems with the analysis of each issue and necessary background, definitely lacking or showing somewhat fair depth of analysis, organization, logic, and quality of writing</p>	<p>clear and distinctive integration of appropriate terminology, key concepts or theories, demonstrate understanding of the WHY in the problems with the analysis of each issue and necessary background, definitely lacking or showing reasonably good depth of analysis, organization, logic, and quality of writing</p>	<p>full and complete integration of appropriate terminology, key concepts or theories, demonstrate understanding of the WHY in the problems with the analysis of each issue and necessary background, definitely lacking or showing good depth of analysis, organization, logic, and quality of writing</p>
<p><b>Component</b></p>	<p><b>Unacceptable (D)</b></p>	<p><b>Unacceptable ( C )</b></p>	<p><b>Acceptable (B- to B)</b></p>	<p><b>Good (B+)</b></p>	<p><b>Excellent (A- to A)</b></p>
<p><b>Recommendation</b></p>	<p><b>0-9pts</b></p>	<p><b>10-11pts</b></p>	<p><b>12-14pts</b></p>	<p><b>15-17pts</b></p>	<p><b>18-20pts</b></p>

<p>Recommended actions will evolve out of your analysis of the issues. Decide what should be done (or what should have been done). Be very clear on WHY you have chosen this action. Justify your decision with facts from the case and concepts FROM TEXT. Use sound analyses and reasoning.</p>	<p>No recommended actions that evolve out of your analysis of the issues. Not clear on what should be done and why, little to no justification on decisions, no to very little facts.</p>	<p>Vague recommended actions, vague evolution out of your analysis of the issues. Vague and non-specific on what should be done (or what should have been done). Not clear on WHY you have chosen this action. Very little use of facts and text and very little sound analyses and reasoning.</p>	<p>Vague and limited recommended actions, limited evolution out of your analysis of the issues. Limited and non-specific on what should be done (or what should have been done). Not very clear on WHY you have chosen this action. Limited use of facts and text and very little sound analyses and reasoning.</p>	<p>Clear and distinctive recommended actions, clear but somewhat limited evolution out of your analysis of the issues. Limited on what should be done (or what should have been done) and WHY. Some need for facts, text info, sound analyses, and reasoning.</p>	<p>Full and complete recommended actions, clear and complete evolution out of your analysis of the issues. Complete on what should be done (or what should have been done) and WHY. Appropriate use of facts, text, sound analyses, and reasoning.</p>
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total

100