Course Description
MAR 6816 is a marketing course designed to provide MBA students with a cohesive understanding of marketing from a managerial perspective. This will be achieved through the exploration of marketing problems with an emphasis on qualitative and quantitative analysis, integrative marketing decision making, and strategy formulation.

Course Objectives
The basic objectives of this course are to provide MBA students:

1. A foundation in fundamental marketing terminology, theory, tools, and strategy,
2. A framework for critical thinking and understanding the intricacies and scope of marketing decision making,
3. An understanding of the working relationships between marketing and other organizational functions in contemporary global business enterprises, and
4. Opportunities to analyze and discuss a variety of problem situations commonly encountered by marketing managers, to gather and organize information necessary to formulate and evaluate alternative strategies, plans, and programs, and to recommend and justify appropriate courses of managerial action.

As such, marketing strategy focuses on improving six very important abilities:

- To strengthen your ability to think clearly, logically, creatively, and ethically about business and, specifically, marketing
- To strengthen your ability to make decisions based on sound quantitative and qualitative analysis
• To strengthen your ability to communicate effectively
• To strengthen your ability to apply your marketing knowledge and skills
• To strengthen your ability to ask questions and contribute to in-class discussion
• To strengthen your ability to work in a team

Class Sessions
Class sessions will feature lectures, case discussions, group presentations, and participation in a marketing strategy simulation. During the course, we will cover various elements of marketing strategy: segmentation and positioning, feasibility analysis, opportunity analysis, and marketing mix strategies. In addition to lectures and case discussions and presentations, you will also have the opportunity to engage in a challenging “hands-on” marketing strategy simulation exercise called Markstrat. This simulation is a mainstay of virtually every top MBA program. Some assignments in this course will be performed individually and others in teams. The team formation process will be discussed in class.

You are expected to come fully prepared to discuss the relevant case in class. It is fair game for me to call upon anyone in class to answer a question. Class participation will be graded (see details below).

Exams and Quizzes
There will be two midterm exams (October 11) that will cover marketing math and two cases. These exams will be open-book/notes and account for a total of 25% of the course grade. There will also be a quiz to test your understanding of Markstrat (8% of the course grade). An open-book/notes final exam (worth 15% of the course grade) on the last two cases will complete the course.

Course Materials
This course will use the following to help you gain an understanding of marketing strategy: (a) lectures, (b) case discussions, and (c) a marketing strategy simulation.

1) Lecture notes
   Background material, in the form of lectures, will be made available on the course Web site: http://pegasus.cc.ucf.edu/~kandy/teaching/mar6816w.
   The lecture notes for a class will be uploaded a day or two before that class meets.

2) Harvard Business School cases
   Purchase the case pack by going to the following Web site:
   http://cb.hbsp.harvard.edu/cbmp/access/65824130.
   Please bring the cases to class for your use during the case discussions. You can save a few trees by choosing to view the cases on your laptop.
Information about purchasing the second case pack (one case, for the group presentation) will be provided a few weeks after classes start.

1) *Markstrat* marketing strategy simulation

Besides the course packet, students are expected to purchase the *Markstrat* handbook along with the Participant Activation Key. To do so:

1. Go to https://shop.stratxsimulations.com. Enter this File Number: P5979ECC.
2. You will be asked to register to complete your purchase.
3. Upon purchase, you will automatically be registered in the course.

In order to earn a grade for *Markstrat*, you must register by September 05.

**Grading**

MAR 6816 is a three-credit-hour course with the following grading components:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Contribution to in-class discussion</td>
<td>120</td>
</tr>
<tr>
<td>Midterm exam I</td>
<td>100</td>
</tr>
<tr>
<td>Midterm exam II</td>
<td>150</td>
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<tr>
<td><em>Markstrat</em> quiz</td>
<td>80</td>
</tr>
<tr>
<td><em>Markstrat</em> report*</td>
<td>150</td>
</tr>
<tr>
<td><em>Markstrat</em> performance (Stock Price Index after 7 “years”)¹</td>
<td>150</td>
</tr>
<tr>
<td>Group case presentation*</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

¹ weighted by peer evaluations

1Ranking on Stock Price Index (% Grade): 1 (100%); 2 (92%); 3 (84%); 4 (76%)

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>975-1000</td>
</tr>
<tr>
<td>A</td>
<td>935-974</td>
</tr>
<tr>
<td>A-</td>
<td>900-934</td>
</tr>
<tr>
<td>B+</td>
<td>875-899</td>
</tr>
<tr>
<td>B</td>
<td>825-874</td>
</tr>
<tr>
<td>B-</td>
<td>800-824</td>
</tr>
<tr>
<td>C+</td>
<td>775-799</td>
</tr>
<tr>
<td>C</td>
<td>725-774</td>
</tr>
<tr>
<td>C-</td>
<td>700-724</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

Grades are not negotiable. To be fair to the entire class, there are no opportunities for extra credit.
assignments. Students with extenuating circumstances that require them to receive a certain grade or maintain a particular GPA (e.g., graduation, tuition reimbursement, loss of scholarship, University probation or suspension, loss of a job offer, revocation of student visa, etc.) must realize that they are responsible for working hard to achieve the needed class grade. Exceptions will not be made for individual students. Grades can be changed only in the case of an input or calculation error.

It is your responsibility to check your scores and grades regularly to verify their accuracy.

**Recording Academic Activity (if receiving federal financial aid)**

Per federal financial aid regulations, students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their financial aid. All faculty members are required to document students’ academic activity at the beginning of each course to ensure UCF’s compliance with the federal financial aid regulation. In order to document that you began this course, please complete the following academic activity: Attend the 08/23 class (Introduction lecture). If you are not able to attend the first class, you must attend the next possible class (08/30 or later).

Failure to do the above will likely result in a delay in the disbursement of your financial aid.

**Notes on Markstrat**

September 05 is the hard deadline for purchasing the e-book for *Markstrat* and registering for the simulation. Failure to do so will result in a zero (0) on the *Markstrat* components, which account for 38% of the course grade.

*Markstrat quiz*

This quiz (worth 80 points) will test your basic understanding of *Markstrat*.

*Markstrat performance*

Your team’s performance (Stock Price Index) at the end of 7 “years” will be graded based on the following scale: SPI Rank (% Grade of 150 points): 1 (100%); 2 (92%); 3 (84%); 4 (76%).

*Markstrat report*

The written report will be graded based on the following criteria:

1. Overall strategy
2. Changes made to strategy in response to the situation, competitive response, and market changes
3. Quality and professionalism of writing

The report (worth 150 points) will be 3 pages, single-spaced, 12-point font, not including any tables, figures, or other supporting materials you may wish to include. This report will briefly discuss the progress made as well as the strategy that the team has in mind for the future, e.g., the strategy employed in your decision making, changes to that strategy,
the drivers of such changes, etc.

Make-up Exams
Make-up exams must be requested in writing and will require written medical proof. Do not take the course unless you can sit for the exams on the date indicated. No make-ups will be allowed for in-class quizzes. If a student misses a quiz, he/she will receive zero (0) points for the quiz.

Contribution to In-Class Discussion
Students will be required to contribute to the class discussion in a mature and scholarly fashion. This is a graduate-level class in which independent thinking and individualized positions are emphasized and encouraged as long as they are effectively substantiated. Students are expected to have open minds and respect the positions and opinions of others. Students will be required to come to class prepared for discussion and to contribute to the development of an effective classroom-learning environment.

Class participation is worth 12% of your grade, i.e., 120 points out of a total of 1,000 points. Four case discussion classes (Case 2, Case 3, Case 10, and Case 11) are worth 20 points each, and the remaining four case classes (Case 1, Cases 4/5, Cases 6/7, and Cases 8/9) are worth 10 points each.

Active involvement in class discussions is absolutely essential to the successful completion of this course. Your participation grade is partially a function of the frequency of contribution, but it is primarily dependent on the quality (clarity, relevance, and importance) of your contribution to the discussion. Asking a lot of simplistic questions will not be enough. Absence will be marked with a score of “0” for that class. Leaving early or during the breaks will be construed as an absence.

Your grade for a week’s case discussion or presentation will be determined by answering the following questions:

1. Is the participant prepared? Do comments show evidence of analysis of the case? Do comments add to our understanding of the situation? Does the participant go beyond simple repetition of facts without analysis and conclusions? Do comments show an understanding of application?

2. Is the participant a good receiver? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?

3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for participation is not simply a function of the amount of “air time” or “space” you take up. In general, you will be evaluated on how well you respond to questions and how effectively you take into account the comments and analyses of your
The following scale will be used to evaluate your contribution to in-class discussion:

A **Outstanding Contributor:** Consistent, high-level involvement in class discussions, demonstrated through asking questions (of me and of other class members), answering questions, offering creative comments, adding new dimensions to the class discussions, and providing evidence of analytical depth, original thinking, and insight.

B **Good Contributor:** Consistent contributions to class discussions, primarily through asking questions or answering questions. Some questions or comments consolidate the general theme under discussion.

C **Satisfactory Contributor:** Periodic contributions to class discussion. Answers questions or offers commentary only occasionally. Needs to be called upon to participate. Limited questioning.

D **Below-Average Contributor:** Sporadic contributions to class discussion. Passive member of the audience. Asks trivial questions. When called upon, fails to demonstrate adequate degree of familiarity with the assigned material.

As stated earlier, each absence during a case class will result in zero points for that session.

I reserve the right to cold-call students during the discussion of a case. If, for some reason, you are not ready to participate in a discussion, please let me know in advance.

**Notes on Preparation for Case Discussions**

The cases in your packet are the products of careful research on actual situations in real companies, and attempt to describe enough of the background and details of the situation in order to give readers an understanding that provides an adequate basis for class discussion.

Thorough preparation on your part is essential to having a good case discussion. Reading the case once will usually not be enough. After an initial reading to get the broad pattern, go back and study the case thoroughly, developing your understanding of the problems confronting the individuals in the case. Making notes and highlighting important aspects will help you understand the situation better. Identify the major problems and key relationships. Conceive alternate solutions to the problem and identify the advantages and disadvantages of each.

Do not be surprised if you feel the case lacks some facts you would like to have to make possible a better decision. More often than not, management decisions must be made on the basis of only the facts that are on hand at the time the decision has to be made, and, frequently, these facts are not as complete as might be desired. Remember that the ability to make effective decisions without all of the facts is an essential executive skill.

Do not look for “the subject” of the case or expect to get “the answer” in class. Business situations are complex and frequently involve a series of inter-related problems. Likewise, there are usually a number of alternative solutions, involving different degrees of risk, cost, and simplicity of execution. The opportunity to see the variety of ideas expressed by your colleagues, and to be exposed to the challenge of defending your ideas in the face of questions they may ask, provides the major part of the benefit from case discussions.
Remember that the effectiveness of the case discussion is proportional to the thoroughness of preparations by the members of the class.

**Professionalism**

As a courtesy to both the professor and fellow students, all pagers, cell phones, audio players, and other such devices that generate sound must be turned off during class.

Disruption of class will not be tolerated. Disruptive behavior includes things such as: coming late, leaving early, use of noisy devices, intoxication, and inconsiderate behavior (e.g., sleeping, reading for pleasure, working on outside assignments, nonprofessional e-mail, excessive talking, eating/drinking, etc.). A warning may be given for the first offense; however, repeat violators will be penalized and may face expulsion from the class and/or other disciplinary proceedings. Please be considerate of the instructor and your fellow classmates.

**Policy on Absences**

It is expected that each student will attend and actively participate in every class. However, if an extraordinary event precludes your attendance, please notify me (an e-mail will suffice) prior to the class period you will miss. Any assignments due on the date of your absence are to be turned in prior to or on the due date. Late assignments will be penalized at the discretion of the instructor. Only in the case of documented personal emergencies will a late assignment not be penalized.

**Team Work**

There is an emphasis on teamwork in this course. As already mentioned, *Markstrat* will be run as a team. The team formation process will be discussed in class.

A well functioning group should be able to create several different perspectives, innovative ideas, and powerful strategies. Members learn how to challenge each other constructively and collaborate. They also learn how to manage deadlines. However, it is important that every member of the group recognize some basic principles of working well in groups. Firstly, you need to pull your weight and do your fair share of work. Secondly, you have to respect other people’s point of view and be willing to listen and cooperate. Finally, one should be prepared for some stress and conflict when working in groups and learn how to best manage it in a way that is constructive and productive. It is essential that any problem in group-working be brought to my attention as early as possible so that corrective action can be taken. A student who is not doing his or her fair share in the team may be subject to penalties such as downward revisions of grade or being awarded a failing grade in the group project.

**Team Peer Evaluations**

Each student will have the opportunity to submit a team peer evaluation form at the end of the semester. Your individual grade on all group assignments may be adjusted according to the results of this peer evaluation. Your evaluations are confidential and will not be shown to
anyone. (No upward adjustment of grades is possible.)

Note: A team without a clear-cut rating pattern will generally see minimal changes. Typically, those individuals that perform clearly below average will see an impact on their grade. In extreme cases, a person who failed to contribute to the team on a given assignment may receive no points for that assignment. I reserve the right to ignore or adjust peer evaluations where one individual was given a rating well below the others unless the team attempted to deal with the situation. Poor communication is not the hallmark of good business executives or teams. I expect most problem situations to be brought to my attention well before the peer evaluation is due.

Academic Misconduct

Integrity is expected of class members. Cheating, plagiarism, or dishonesty in any form will not be tolerated. The instructor assumes that each student heartily endorses and will conduct himself/herself within the tenets of UCF’s academic behavior standards as outlined in *The Golden Rule: A Handbook for Students*. Violations of student academic behavior standards are outlined in *The Golden Rule*. See http://goldenrule.sdes.ucf.edu for further details. In particular, please note the following items:

a) Any non-permissible written, visual, or oral assistance, including that obtained from another student, that is utilized on examinations, course assignments, or projects will be construed as cheating. The unauthorized possession or use of examination or course-related material shall also constitute cheating. Note: This particularly applies to the situation in which an assignment is designated to be an “individual” one. If so assigned, it is to be completed by each class member individually, with no assistance received from others.

b) Plagiarism whereby another’s work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another has plagiarized. Note that this also applies to information taken from the Internet.

c) A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

Special Needs

The University of Central Florida is committed to providing reasonable accommodations for students with disabilities in order to allow for equal learning opportunities. If you need such accommodations, please contact the Office of Student Disability Services at (407) 823-2371. Further, if you are likely to have religious obligations that will conflict with the due dates for particular assignments, please contact me immediately.
# Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Case Discussion / Topic / Assignment Due</th>
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<tbody>
<tr>
<td>Aug. 23</td>
<td>Orientation; Lecture 1: Introduction to Marketing (Strategy); <strong>Group Formation</strong></td>
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</table>
| Aug. 30  | Lecture 2: Introduction to *Markstrat*  
Lecture 3: Marketing Math and Feasibility Analysis  
*“Purchase” research report tables for next week’s feasibility analysis* |
| Sep. 06  | Case 1: “Analyzing the Feasibility of ...”  
Lecture 4: More Marketing Strategy  
*Markstrat Quiz; Markstrat Test Run 1* |
| Sep. 13  | **Hurricane Irma: No Class** |
| Sep. 20  | Case 2: Marketing the National Hockey League  
Lecture 5: The 4 Ps  
*Markstrat Test Run 2* |
| Sep. 27  | *Markstrat Decision 1 (due 11:00 a.m. Thursday 09/28)* |
| Oct. 04  | Case 3: Biopure Corporation  
Lecture 6: Midterm Review |
| Oct. 11  | Lecture 7: Case Presentations Overview  
Lecture 8: *Markstrat* R&D  
*Markstrat Decision 2 (due 11:00 a.m. Thursday 10/12)* |
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<thead>
<tr>
<th>Date</th>
<th>Case Discussion / Topic / Assignment Due</th>
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<tbody>
<tr>
<td>Oct. 18</td>
<td>Midterm Exams I and II</td>
</tr>
<tr>
<td></td>
<td>Marketing Math; Cases 2, 3</td>
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<tr>
<td>Oct. 25</td>
<td>Lecture 9: Markstrat Launch</td>
</tr>
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<td></td>
<td>Markstrat Decision 3 (due 11:00 a.m. Thursday 10/26)</td>
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<tr>
<td>Nov. 01</td>
<td>Cases 4 and 5: Presentations 1 and 2: TBD</td>
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<tr>
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<td>Markstrat Decision 4 (due 11:00 a.m. Thursday 11/02)</td>
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<tr>
<td>Nov. 08</td>
<td>Cases 6 and 7: Presentations 3 and 4: TBD</td>
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<td>Markstrat Decision 5 (due 11:00 a.m. Thursday 11/09)</td>
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<td>Nov. 15</td>
<td>Cases 8 and 9: Presentations 5 and 6: TBD</td>
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<tr>
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<td>Markstrat Decision 6 (due 11:00 a.m. Thursday 11/16)</td>
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<td>Nov. 22</td>
<td>Case 10: Virgin Mobile USA: Pricing for the Very First Time</td>
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<td>Markstrat Decision 7 (due 11:00 a.m. Thursday 11/23)</td>
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<td>Markstrat Report</td>
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<td>Nov. 29</td>
<td>Case 11: XM Satellite Radio (A)</td>
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<td>Lecture 10: Final Review</td>
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<tr>
<td>Dec. 06</td>
<td>Final Exam: Cases 10, 11</td>
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