Course Syllabus
MKTG 7140 – Global Strategic Marketing
Fall 2020 (WEB Online)
3 Credit Hours
Instructor: Professor Rajiv Grover

E-mail: rgrover@memphis.edu
Office: Online
Office Hours: Through email

This course outline has benefited from the course of THOMAS S. ROBERTSON, Joshua J. Harris Professor; Professor of Marketing; Academic Director, Baker Retailing Center; Executive Director, Wharton-INSEAD Alliance; Former Dean of the Wharton School and Emory’s Goizueta Business School and the course of AJAY K. KOHLI, Regents’ Professor, Gary T. and Elizabeth R. Jones Chair, Scheller College of Business, Georgia Tech; AMA/McGraw-Hill/Irwin Distinguished Marketing Educator Award.

Please be constantly briefed about COVID-19. The URL is https://www.memphis.edu/fcbe/faculty/covid_19_notice.php

Course Overview

The course develops skills for students for continuous life-long learning. These include acquiring information and knowledge, processing, validating and applying knowledge.

The course covers WHAT is MARKETING and WHO does MARKETING. This coverage will be with the aid of a computer simulation, Virtual Marketing and a significant project. While the concepts will be experientially learnt through the Virtual Marketing simulation, the concepts will be applied to a Strategic Market Plan that you will develop for a company/product of your choosing. Details of the Project appear below. Marketing in this course will be viewed as organization-wide strategies and execution for satisfying current and future customers’ expressed and latent needs (Grover 1995). A marketer’s responsibility includes influencing all functions, e.g., manufacturing, organizational policies and culture, and operations in general that impact customer experiences. A marketer does not influence the technical details of, for example, IT hardware and software, treasury, SEC compliance, GAAP, factory automation, and numerous other specialized functions and roles in an organization.

There is no required text. Required materials will be available online.
**FINAL COURSE GRADES**

Your grade will be based on the following criteria:

*Virtual Marketing Simulation*: 50% - (In-Simulation Quizzes 25% and Quality of Decisions 25%)

*Project*: 50%

1. **Virtual Marketing** The details of Virtual Marketing grading are available below. The overall grade in the Simulation is determined by your relative performance among the students in this class. Though the simulation grade is a composite of TYKs (Test Your Knowledge) and MDQI (Management Decision Quality Index) scores, **THE PASSING GRADE FOR TYKs IS 80%. Corrective action will need to be taken if your TYK quiz scores fall below 80%.**

   **Simulation Grading**
   Top 5% in rank - 50 points  
6%-10% in rank – 48 points  
11%-20% in rank – 45 points  
21%-30% in rank – 42 points  
31%-50% in rank – 40 points  
51%-60% in rank – 37 points  
61%-85% in rank – 34 points  
<85% in rank – 30 points

Since your Simulation Grade is based on your performance-rank, it is in your best interest not to share the automatic feedback you receive while you engage in Virtual Marketing with other students.

2. **Project** The details of Market Plan Project requirements are shown below. Projects will be graded as:

   A+ -- 50 points  
   A -- 48 points  
   A- -- 45 points  
   B+ -- 42 points  
   B -- 40 points  
   B- -- 37 points  
   C -- 34 points

Besides the overall project grade, individual team members will also be evaluated as shown below.

**Team Member Evaluation (as part of individual’s project grade)**

The following form will be used to evaluate team members. An individual receiving “poor contribution” by other members of the team can go down by up to 20 points for the project depending on the degree of the gap in points. Similarly, an individual receiving “excellent contribution” from other team members can go up in the project grade.
Academic Integrity:
Cheating, plagiarism, or any student misconduct is not allowed. Any student caught cheating will receive a zero for the assigned work. The University’s policies on cheating and other types of student misconduct are covered in the academic misconduct section of the Code of Student Conduct and Disciplinary Procedures of the Student Handbook. These policies will be strictly enforced in this class. See these policies at the Office of Student Conduct website. You may also review Fogelman’s Academic Integrity page for additional clarification about our policies. You may access this page here, FCBE Standards for Academic Integrity. (“Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website.”)

Cheating is disrespectful to all parties involved and I take it very seriously. I expect you to conduct yourselves as honest professionals with sound moral character. A few notes as it relates to the honor code:

- Unless specifically identified as group work, quizzes, tests, homework, etc. are to be completed alone.

- Obtaining Simulation Decisions/TYK Answers from sources such as the Internet and other students who have previously taken the course will be treated as violations of the Honor Code. Similarly, unauthorized use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the Academic Honor Code.

- Passing on Simulation Decisions/TYK Answers to students who have yet to take this course hurts learning and will be treated as violations of the Honor Code.

Syllabus Changes:
A detailed class schedule is shown below. Changes to the schedule will be made if necessary.

Student Services
Please access the FCBE Student Services page for information about:

- Students with Disabilities
• Tutoring and other Academic Assistance
• Advising Services for Fogelman Students
• Technical Assistance

FCBE Assessment website: https://www.memphis.edu/fcbeassessment/

COVID-19 Information:

An information page on the FCBE website that includes important considerations for students related to the ongoing COVID situation has been created. The URL for this webpage: https://www.memphis.edu/fcbe/faculty/covid_19_notice.php
Schedule

Virtual Marketing is designed to be a self-paced simulation so that each and every student acquires the maximum learning. Depending upon the backgrounds and capabilities, some may be able to breeze through some of the sections of the Simulation while others may need to spend more time on the same sections. For example, if you have had a decent Statistics background, the Data Analytics section might be easy for you. But it may not be as easy for others. The Simulation’s goal is competencies. Competency-based education implies that the time-to-learn is elastic. This is the reverse of traditional education where the timeframe is fixed but the competencies gained by students is expected to vary. In other words, anyone can earn an A if the right amount of time is contributed to the Simulation. Do not leave any assignment for the last hour. You just might find that you needed more time. So, begin the assignment in the beginning of the week.

* “Week of” means that the work has to be done during this week. At the end of the stated week, i.e., on Sunday of the week, if there is a TYK assignment and you have not completed that TYK assignment, you will be unable to complete it and will be forced to move on. You will just lose the points for missed TYKs. So, for example, if you haven’t finished 3 TYK 1.3 Target Market by August 30th you will be unable to finish later. When you access the Virtual Marketing simulation, you will find that each TYK has an expiry date. Please be sure to finish the quizzes before their expiry dates.

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<tr>
<th>Week of*</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>17-Aug</td>
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<td>2</td>
<td>24-Aug*</td>
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<td>7</td>
<td>28-Sept</td>
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<td>10</td>
<td>19-Oct  Work on Projects. Market-Oriented Culture, <strong>VM till 37 DMQ</strong> 4.5 Types of Servers;</td>
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<td>11</td>
<td>26-Oct  Work on Projects. Digital Marketing, <strong>VM till 18 TYK 5.1 Digital Marketing.</strong> <strong>Project Progress Email.</strong></td>
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<td>12</td>
<td>2-Nov   Work on Projects. <strong>VM till 19 TYK 5.2 Digital Analytics.</strong></td>
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<td>13</td>
<td>9-Nov   Work on Projects. <strong>VM Stage 6 TYK.</strong> <strong>NOTE: THIS TYK IS TO BE DONE BY YOU RESEARCHING THE ANSWERS ONLINE BY YOURSELF. THE IDEA IS TO PROMOTE SELF-LEARNING AND THE ABILITY TO SEPARATE THE WHEAT FROM THE CHAFF WHILE ONLINE. THE RELEVANT LCs ARE THEN PROVIDED FOR YOUR PERUSAL.</strong></td>
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<td>14</td>
<td>16-Nov  <strong>Submit Final PPT Deck (approx. 10 slides).</strong></td>
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Projects

Whether it is Jeff Bezos’ focus of Customer Obsession, or Kohli & Jaworski’s definition of Market-orientation as Information Gathering, Dissemination and Action, or Naver and Slater’s definition of Market-orientation as Customer, Competitor and Environment Orientation, or Grover’s Market-focused Management as organization-wide efforts for satisfying current and future customers’ expressed and latent needs, it is clear that marketing is not just executed by the marketing department but the whole organization. As one scholar put it, there is marketing with “small m” (e.g., sales and advertising and promotions) and Marketing with “capital M” (e.g., Market Strategy and Organizational Policies). The Project will be on any significant aspect of Marketing with a capital M. You can choose on any aspect of an organization vis. culture, manufacturing, distribution, operation and, of course, marketing strategy and the 4Ps to improve an existing product/company or launch a new product/company.

Each project will be conducted in teams composed of 4-5 members who will be randomly assigned to a team.

Each Project report should be based on a thorough analysis of targeted buyers’ needs, company’s/individual’s strength and weaknesses and competitive and environmental analysis.

1. Start with a problem description. What pain-point exists, or need-of-the-customer is unfulfilled? Prove it.
2. Paint a rich picture of the customer you are talking about, i.e., of the target market(s).
3. Describe the “who are you” - an entrepreneur, a large company?
4. Paint a rich picture of competition and environment. (There is always competition, i.e., how was the need being fulfilled albeit unsatisfactorily. For example, when VCRs were launched, the need to see a movie was satisfied by going to a theatre. So, theatres were competition for VCRs.)
5. How is the need being satisfied by the 4Ps (Product, Price, Promotion and Place) individually or collectively or the company as a whole becoming Market-oriented.
   a. The details that would be required would be determined by the Key Success Factors. Some projects may need to focus on the Product, others on Price (if lower price is being used as a competitive factor). If lower price is your competitive advantage, you have to show how can you make profits with lesser revenues, i.e., why can your costs be lower than competitions’ costs. Other projects may need to focus on promotional strategy, e.g., influencers, innovators, Word of Mouth ... if promotions is the KSF. Nonetheless, all elements of the Marketing Mix should be addressed in the projects.
6. Conclude with a proof that the idea will make money, i.e., the total cost of the product/project/business will be less than the total revenue.

The details that would be required in your project report will be determined by the Key Success Factors.

Project development is an interactive process. Be in touch with me as much as required.
Virtual Marketing is a computer-based simulation that has the goal of imparting the essential broad-based Marketing knowledge.

In the VM simulation, students engage in developing a marketing strategy for a start-up and marketing for the growing business. While running the simulated business, students are required to make Marketing decisions. To make informed decisions, students need relevant Marketing concepts and theories (called Learning Concepts). These Learning Concepts are accessed by them in real-time at their behest by clicking on an internal link. After reading the Learning Concept, the students are immediately tested for their understanding of the concept and feedback on their performance is instantly provided. (Such immediate feedback has been shown to be productive for learning by students.) Students then make their decision. Some decisions can influence the progress of their simulated business. Summary feedback is provided to the students regarding their decision choices.

Along with the learning of the Marketing concepts, there is an emphasis in this simulation on decision-making. To encourage executives to critically think before making a decision, a Management Decision Quality Index (MDQI) is used to evaluate them. In addition, students are asked to provide pros and cons of their decision in some cases. The simulation incorporates live spreadsheets and a statistics package that have been custom-programmed so that users have access to these tools when necessary to make decisions.

The product/business that is chosen for this simulation is a burger and the “start-up” is a tiny restaurant. This scenario has been intentionally selected as almost everybody is familiar with such products/businesses. This familiarity allows for the Simulation to be taken individually by any one person. The knowledge gained can be then utilized by the individual to his/her own idea.

Some other points worth noting:

1. Learning Concepts explain intricate or complex principles and theories in an intuitive manner and in a fashion suitable for making decisions. This makes learning relevant. The assumption in designing the VM is that if students know why they are learning the concepts, they tend to retain them much better. To paraphrase an old adage, one philosophy of this simulation is, “decision-making is the mother of information-seeking”. In the traditional model of learning, theories are taught and then effort is made to seek applications. In this flipped model of the simulation, students are thrown into an application; and theories are presented to help solve the challenges.

3. The simulation is entirely self-paced. The time it takes to complete VM therefore depends on the background of the students. In addition, Learning Concepts are presented in short modules that might take 5 minutes to read and understand or 20 minutes - again depending upon the student’s background. BUT PLEASE DON’T FALL BEHIND THE RECOMMENDED SCHEDULE THAT IS SHOWN IN THE COURSE OUTLINE.

4. Throughout the Simulation students answer 2 types of questions - Decision Making Questions (DMQs) and Test Your Knowledge Questions (TYKs). Examples of DMQs are:
the location of the restaurant and the price of main and first product, a burger. Generally, there are no right or wrong answers to a DMQ. A decision is good if it incorporates all the information available at the time of making the decision and if it is consistent with other decisions previously made. It is bad, otherwise. Feedback is provided to students on the quality of their decisions. Test-Your-Knowledge (TYK) Questions are based on the business concepts and theories that have been presented. TYK questions appear after the Learning Concepts have been read. They have right or wrong answers. These answers are recorded and can be used to evaluate student’s performance in the simulation.

5. Feedback is provided to students on the quality of their decisions by an index, Management Decision Quality Index – MDQI, which evaluates a decision based on the above two factors. All participants start with an MDQI of 100. Each decision that a student makes has an Importance rating and each of the choices of a decision has a Quality rating. Each decision made by a student moves the index up or down based on the formula $I_x \times Q_x$, where $I_x$ is the Importance of Decision X and $Q_x$ is the Quality decision of the Student’s Decision.

6. Students can view their progress and performance by clicking on “Dashboard” on the Navigation Bar on the left. Shown below, is a picture of what a participant can see upon clicking on the “Dashboard”.
To begin the simulation:

a. Go to [www.precisedonline.com](http://www.precisedonline.com)
b. Review the Student Manual and the Video under the Demo tab
c. Login with your userid and password provided
d. Click on “Courses” on the left navigation bar
e. Click on “Virtual Marketing”
f. Click on **SS - You, the City, and the Gourmet Burger Business** in the Table of Contents