



# Marketing Management Laboratory

BBUS 438 Winter 2011

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Course Website: <http://faculty.washington.edu/~sundar/MMLAB-BBUS438/>

ERES: <https://eres.bothell.washington.edu/eres/coursepass.aspx?cid=1274>

Section: DAY / NIGHT

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## **COURSE OBJECTIVES:**

This course builds on the background that you have already established in the other business and marketing classes. The focus here is on the *development* and *implementation* of both the ***tactical*** as well as the ***strategic*** aspects of marketing decisions.

To this end, Marketing Management Laboratory is designed to provide you with an opportunity for integrating the various marketing concepts in the formulation of a coherent set of marketing decisions. This course should help you to:

1. Enrich your understanding of the fundamentals of marketing;
2. Familiarize you with the problems facing Multi-Product, Multi-Market organizations;
3. Appreciate the challenges inherent in developing and implementing marketing decisions in a complex environment;
4. Learn additional frameworks for developing more effective marketing strategies.
5. Develop your skills in analyzing markets, businesses and competitive situations in order to make good decisions

## **LEARNING METHOD:**

To achieve the objectives of this course, we will employ **cases** and a **computer simulation** as the primary pedagogical vehicles for **learning by doing**.

This is an innovative course in which the learning can be a lot of fun. However, the **onus is on you** and your group members to make sure that you get the most out of this unique class.

**COURSE MATERIAL:**

I. **REQUIRED Course Materials:** You MUST have these.

1. **The Marketing Game**, (2002) by Mason, Charlotte H. & William D. Perreault, McGraw-Hill Irwin.

2. **Case Packet:** Contains a set of Cases. Please purchase directly from the Harvard web site.

Harvard link: <http://cb.hbsp.harvard.edu/cb/access/7777103>

- REQUIRED: A **UW email** account; and a **UW NetID** to access folders on CATALYST / ERES:

II. **RECOMMENDED Materials:**

- A Subscription to a Business Periodical: (Financial Times, NYT, WSJ, Fortune, Business Week, or Economist, etc.). Highly Recommended.

III. **OPTIONAL Materials:**

- Any **Marketing Management** text book.

**GRADING:**

The FINAL grade for this course will be based on your performance on a number of different criteria. In this class, you will have some responsibility, as in the real world, for **evaluating** the work of the other groups. The approximate weights for the various criteria are as follows:

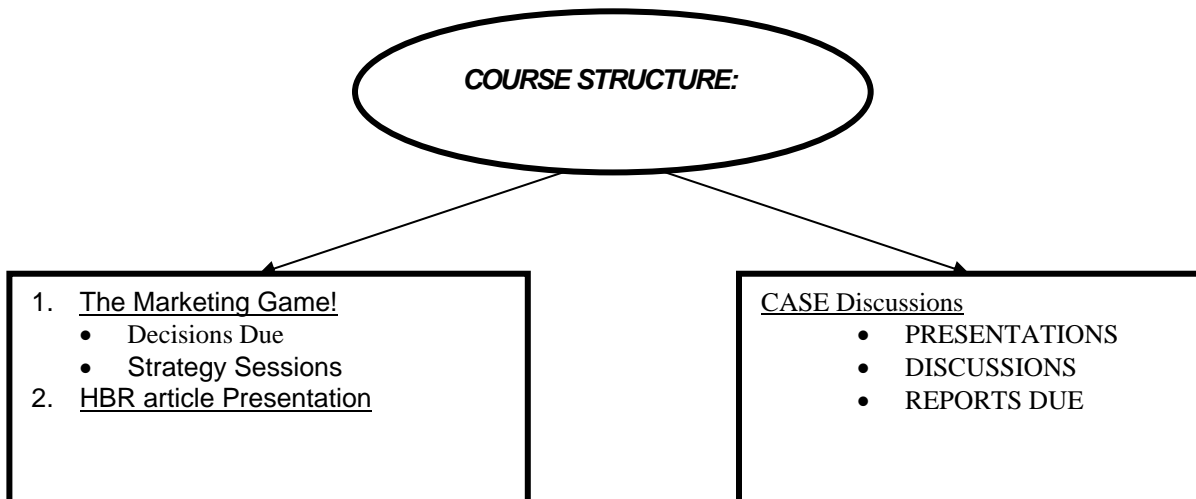
<b>Group Cases (G)</b>	<b>30%</b>
<b>Individual Cases</b>	<b>15%</b>
First Write-up	3%
Second Write-up	12%
<b>Computer Simulation (G) &amp; Individual Quiz:</b>	<b>33%</b>
<b>Article Presentations (G)</b>	<b>11%</b>
<b>Class Participation/Assignments/L.A. Memo</b>	<b>11%</b>

(G) => **GROUP WORK:**

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| <ol style="list-style-type: none"><li>1. Please <b>choose your group members with care</b>. Groups once formed will not be changed.</li><li>2. It is YOUR responsibility to make sure that all group work is <u>equitably</u> distributed. I will NOT arbitrate group conflict (except in case of academic misconduct). Please remember, group members are partially responsible for grading their peers.</li></ol> |
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## YOUR RESPONSIBILITIES

- 1) All Reports turned in to me must be **typed** and **signed** by all members of the group. It should be **carefully edited**.
  - a) All reports that are submitted to the instructor must be of the highest professional quality.
  - b) Handwritten work and diagrams are not acceptable. Text, Graphs, etc. must be laser printed and prepared using standard word-processing packages and spreadsheets.
  - c) Any work turned in must indicate on the **Title page** the group number, names of the *participating* individuals, and their signatures.
  - d) **\*\*Points will be deducted** for each spelling mistake and grammatical error.\*\*
- 2) **Constructive criticism** is a necessary and integral part of this course. You can expect to be **constantly challenged**, and, in turn, will be rewarded for challenging others. However, all comments should be restricted to the issues of the case or game.
- 3) You are expected to behave as **professionals** in everything from attire to speech.
- 4) Please do NOT arrive late and/or leave early. These entries and exits are distracting. If an early departure is absolutely necessary, please clear it with me one class period in advance.
- 5) If you are NOT prepared to participate in the day's discussion notify me PRIOR to the beginning of class to avoid any embarrassment.
- 6) Please check your UW EMAIL periodically for relevant & crucial Information from the Instructor!



### **TMG! EVALUATION (Criteria):**

As in the case of a firm in the "real world", you will be evaluated on a number of different criteria.

- 1) The **Profit** over all of the time periods that your firm makes.
- 2) The **TREND** of these profits. That is, "Will I want to Invest in your company toward the end of the game?"
- 3) The **Quality** of your decisions. A subjective assessment of the management's motivation, thinking and effort which may include:
  - a. A **Mission/Vision** statement. This is for public dissemination.
  - b. A **Strategy document**. You can use my [Strategic planning form](#) as a template. This is a confidential document for the President's eyes only. Or click on this link for the form: <http://faculty.washington.edu/~sundar/MMLAB-BBUS438/TMG/>  
You can request an optional **Strategy Meeting** with your President. You will use this occasion to answer questions and provide information as to the various aspects of running this business. Be prepared for the intensive and infamous "Bill Gates review".
- 4) A Periodic-**LOG** detailing your strategies and the tactics employed to achieve them would be a good thing to have. It must be submitted for presentation and the *end of quarter* and to the President at any time he chooses to assess the managers' effort (see point #4 above). Also, it should include, unto this point in time, analyses of all that will go into your Final Presentation. You are required to keep an up to date **Computer Spreadsheet (EXCEL)**. This should include all of the decision and outcome values, graphs, tables, etc. of all of the relevant analyses. This will HELP you enormously in making better quality decisions, and in writing your final report.
- 5) An Individual **Quiz** on the various aspects of this simulation case.
- 6) You will be required to make a **Final Presentation** on the strategies and tactics adopted by your firm and their corresponding impact on your firm's performance. This will be on the last class day scheduled for this. Submit the PPT and XLS files.

NOTE: A **Final (Corporate Annual) Report** may be required (This may be waived if the quality of the work of the class is up to par.) This report should include the following:

- (i) A profile of the buyer preferences and trends
- (ii) An analysis of industry trends
- (iii) A description of your competitor's strengths and weaknesses
- (iv) A frank assessment of YOUR firm's strengths and weaknesses
- (v) The logic behind your firms actions to date.

There is NO limit on the length of this report. However, the TEXT of this report, excluding tables and appendices, should not exceed 5 double-spaced typed pages.

## **Marketing Game Simulation:**

Managerial cases give you a snapshot of a business at one point in time. Although the problems are challenging and consideration of possible solutions requires an integrative understanding of marketing concepts, they do not portray the dynamics inherent in business decision making.

The marketing simulation we will use in class allows you to take the role of manager of a firm over a period of time. You will be better able to understand how later decisions are affected by early decisions and how the competitors' reactions to your strategy affect your outcomes. You will realize that marketing decisions succeed or fail only in relation to the actions of the competition. You will better understand the differences between short term, tactical decisions and longer-term dynamic strategies.

The simulation is realistic. Firms (each group is a firm) compete in an industry by developing and marketing software. They focus on target markets from among a variety of market segments - and reach their targets with different channels. Promotions must consider the distribution channels and the final customers. Prices must be set to offer customers the value they seek and yield profits for the firm. The simulation starts in the growth stage of the product life cycle. Your product can be modified over time to better meet customer needs and market challenges.

The computer software allows your decisions to be evaluated quickly and with complete objectivity. In the "real world" businesses do not make a profit simply by working hard. Hard work has to be accompanied by favorable market conditions and an astute pro-activity and reaction to the competition. The marketing simulation evaluates your strategies based on those factors, and not on luck, effort or the use of a nice presentation folder!

Additionally, the use of computer technology in business decision making is common in most industries. This exercise will give you some idea of the role computers can play in marketing planning and control, even at this simplified and simulated level. To this end, you are encouraged to develop spread sheet models to represent and organize the information that you are dealing with.

The game should be challenging and fun. If you are serious in your intent, much of what you learned in previous marketing classes will "come alive" as you see the results of your decisions.

### **Case Analyses:**

Cases are useful learning tools. They allow you to analyze an actual business situation and to consider real marketing problems. The purpose of the case analysis is to define the problem facing the firm, generate alternative solutions, and suggest the best solution based on market place conditions and the firm's resources. Your analysis and recommendations will be richer if you spend time trying to discern and then employ the appropriate set of theoretical frameworks and analytical tools that you have been exposed to thus far.

Even though these are real business situations, you should not be concerned in your analysis about the actual decisions of the firms (some of the cases are old enough that decisions have been made and results are obvious). First, there are always many options available to managers, and you should not assume the managers made the optimal decision. Second, sometimes cases are simplified, the time frame shrunk and/or only a portion of the situation is presented to you. Therefore, the real situation may have been more complex or even slightly different from the case presentation, to make your task easier. Third, even if a firm made a "good" decision, it is likely that other effective alternatives were available. Therefore, there will be no grading criterion which includes the firm's actual decisions, and you should NOT spend time trying to locate the "real" decisions at the expense of thoughtful, original analysis.

The use of background data (as the "Internal Consultants" and "Management" teams -- the two case teams) will typically not be needed as the case packet provides the relevant and requisite information. However, recent theories, analytical tools and marketing frameworks to analyze the industry, the product, the market, the consumers, the competitors, etc., can be used to structure your analysis. ALL INFORMATION NOT DIRECTLY REFERENCED IN THE CASE MUST BE PROPERLY CITED. If you are unsure about how to cite any type of source, see the instructor for guidance.

**HONOR CODE:** *In this course that entails that you are additionally NOT allowed to consult any past work done on these Harvard cases (whether from other students or more specifically from Internet sources) unless you have specific permission from the instructor.*

If the active teams are not covering an important aspect of the case, or if the analysis does not address the pertinent issues, the instructor, as moderator, will call upon other students to facilitate the discussion. **Therefore, preparation is expected of every student for each case, even when you are not an active presenter.**

**CRITERIA:** While There Are No "Correct" Solutions To Cases, There Are Clearly "Wrong" Or "Bad" Decisions. Therefore, each case analysis is judged on the recommendations it makes based on the available facts, combined with the sophisticated use of marketing theory, analysis, and clarity of logic.

### **REPORTS:**

1. Please consult with the writing center before you turn in your case written report. I expect that each group will have had at least one consultation session.
2. Your reports will also be graded for the **quality of writing**.
3. For every spelling mistake, **one point will be deducted**.

## **IMPORTANT NOTES:**

### **I. Honor Code**

Students are expected to abide by the Honor Code of the University of Washington. Importantly, you are NOT allowed to consult any past or current work done on the Harvard cases whether from other students or from any Internet source. Any violation of this will result in the most severe sanction.

### **II. TMG! Decisions:**

- a. You must place your decision file in the appropriate Network Folder with the correct name (e.g., **PlanC3.TMG**) by the end of class period it is due.
- b. IF needed to submit as an attachment in a crunch, the subject heading of the email should specify your *TMG group* and the decision period.
- c. It is **your responsibility** to make sure that the decision file is *current* with 606 bytes.

### **III. DOCUMENTS:**

#### **REPORTS:**

1. All Reports turned in to me must be **typed** and **signed** by all members of the group. It should be **carefully edited**. Only those who signed the document will receive a grade on that piece of work.
  - a. All reports that are submitted to the instructor must of be of the highest professional quality.
  - b. Handwritten work and diagrams are not acceptable. Text, Graphs, etc. must be laser printed and prepared using standard word-processing packages and spreadsheets.
  - c. Any work turned in must indicate (on the **Title page**) the group number, names of the participating individuals, and their signatures.
  - d. Points will be **deducted** for each spelling mistake and grammatical error.

*The University of Washington is committed to providing equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.3581 FAX, or at [dss@uw.edu](mailto:dss@uw.edu). DSS will be happy to provide assistance. You will need to provide documentation of your disability as part of the review process.*

## About the Instructor

[Prof. P.V. \(Sundar\) Balakrishnan](#) obtained his Ph.D. in Marketing from The Wharton School of the University of Pennsylvania. He also has an undergraduate degree in Engineering from I.I.T., a Masters' in Industrial Engineering from the University of Texas at Arlington, and another Masters' degree in Marketing from The Wharton School.

He is one of the members of the founding faculty of the Business Administration Program of the University of Washington, Bothell, and where he now is a full Professor. He has served in numerous administrative roles including being the Acting Director of the Business Program for a period of two years from 1998 to 2000, which included all responsibilities associated with the position of managing and running a business school involving both Strategic and day-to-day operational activities. He was previously on the Marketing faculty in the College of Business at The Ohio State University. He has been a visiting faculty member at the ISB and the Graduate School of Business of The University of Chicago.

The substantive areas of Prof. Balakrishnan's research are directed toward studying Buyer-Seller Negotiations in the area of Industrial Marketing, Relationship Marketing, Retail Locational Decisions, New Product Management & Strategy. Prof. Balakrishnan has done the pioneering work in employing Artificial Intelligence methodologies such as, Neural Networks and Genetic Algorithms and developing his own DSS software for addressing marketing problems. He is the developer of NEGOTIAT, a negotiation training simulator, and the co-developer of GENESYS and PRODLIN software for product designs.

His research papers have appeared in Management Science, Psychometrika, Journal of Consumer Research, Decision Support Systems, Journal of Direct Marketing, and the European Journal of Operational Research among others. He has presented his research at numerous conferences nationally and internationally. He also serves as a reviewer for many of the leading journals such as the Journal of Consumer Research, the Journal of Marketing and the Journal of Marketing Research and is on the editorial board of Psychology and Marketing. He is a member of the American Marketing Association, INFORMS, and International Association of Conflict Management.

He is listed among the Top 300 most prolific management scholars in a 1997 INFORMS survey based on publications over a ten year period. He has been listed in MARQUIS' Who's Who in the MidWest, 23rd, 24th editions; Who's Who in the West, 26th edition; and recently in Who's Who in American Education, 7<sup>th</sup> edition, Who's Who in Finance and Business 35<sup>th</sup> edition; and in the Who's Who in America, 58<sup>th</sup>, 59<sup>th</sup>, 61st editions and in the forthcoming 2009-2010 edition.

Prof. Balakrishnan has taught a number of different courses including Advanced Marketing Strategy, Marketing Research, Business Marketing, Project & Operations Management. He has developed new and innovative courses including Marketing Management Laboratory and Artificial Intelligence and Marketing Decision Support Systems.

He has taught courses and students at all levels ranging from Undergraduates to Graduates. He has also taught in Executive Education programs in the *United States, Europe, India, Australia, Israel, and Japan*. He has received outstanding teaching evaluations from students at all levels. His recognitions for teaching excellence include being recognized as the Business Instructor of the Year (1995) by the UWB Undergraduate Business students; a multiple time nominee or finalist for the University's Distinguished Teaching Award (1997, 1998, 2005, 2006, 2007, 2010); and, voted the Best Professor by the MBA students in 2004 and 2007.