

# OMBA 5215 (Section – 01)

## Creating Value Through Marketing and Operations

### Spring 2022

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OFFICE HRS: By appointment (e-mail to set up)

- MATERIALS: (1) **CoursePack** [<https://hbsp.harvard.edu/import/920936>] (**required**)  
 (2) **Business Model Generation** (Osterwalder & Pigneur, 2010), Wiley (**required**)  
 (3) GSCM Simulation [<https://hbsp.harvard.edu/import/916493>] (**required**)  
 (4) Articles/readings linked in syllabus to web and digital holdings in Lemieux Library

### Goals of Class

- Introduce and explore the fundamental principles of Marketing and Operations, and how these two functions are deeply interconnected.
- Build familiarity with the issues and opportunities likely to arise between Marketing and Operations and how they may be leveraged to advantage for a business.
- Provide exposure to the broad scope of the Business Model and how Value Creation can occur for a business.

### Learning Outcomes

Upon successful completion of this course, students should be able to:

- Understand and appreciate how to apply the basic techniques of the Marketing and Operations discipline.
- Assess the likely success of a new business or product line by applying frameworks that consider the organization’s core competencies, competitive threats, and customer wants and needs.
- Identify and articulate ways in which a firm’s operations support its business strategy.
- Demonstrate ways in which operations & supply chain management (SCM) affect sustainability and responsibility.
- Enhance skills in critical thinking.
- Display competence in written, verbal, and visual communication ability, including digital literacy.
  - Demonstrate an awareness of the audience’s needs.
  - Use relevant content to address the topic, using straightforward language.
  - Organize content in a way that is appropriate for the communication medium.

### Point Allocations

Marketing components	Pct
Reflections & Comments	10%
Starbucks Case assignment	10%
Twitter Case assignment	20%
<b>Total percent of grade</b>	<b>40%</b>

Operations components	Pct
Reflections & Discussion	12%
ACC Alignment Analysis	7%
GSCM Simulation Reflection	7%
Sustainability & Risk in OPS/SCM	7%
Service Activity Sequence—Cleveland Clinic	7%
<b>Total percent of grade</b>	<b>40%</b>

**Final Project:** LEAD Assignment      **20%**

## Grading Scale

We will use the following grading scale for all components and for the final grade, but we reserve the right to “curve” as needed in order to benefit students: 94-100% = A (superior), 90-93% = A-, 87-89% = B+, 84-86% = B (good), 80-83% = B-, 77-79% = C+, 74-76% = C (adequate), 70-73% = C-, 67-69% = D+, 64-66% = D (poor), 60-63% = D-, <60% = F (failing).

## Readings

- ‘Overview of Marketing Strategy’ (Unpublished Teaching Notes, Carl Obermiller; Seattle University)
- ‘Consumer Behavior and the Buying Process’ (Harvard Business Publishing; Gourville and Norton)
- ‘Market Segmentation, Target Market Selection, and Positioning’ (Harvard Business Publishing; Sarvary and Elberse)
- ‘The Marketing Mix’ (Harvard Business Publishing; Shapiro)
- *Business Model Generation*, Wiley, ISBN 978-0-470-87641-1 (Osterwalder, Alexander and Pigneur, Yves (2010; SU bookstore or internet)
- Designing, Managing, and Improving Operations (OMR Reading)
- Process Fundamentals
- Managing Quality with Process Control (OMR Reading)
- Promise of Lean in Healthcare (Touissant & Berry, 2013)
- Supply Chain Management (OMR Reading)
- A More Sustainable Supply Chain (HBR, 2020)
- What’s Your Strategy for Supply Chain Disclosure?
- The Service Activity Sequence in Healthcare
- Health Care’s Service Fanatics
- American Connector (A) case
- Amazon Go case
- Starbucks case
- Twitter case
- Canvas modules

## Assignments

**Individual Written Reflections:** This assignment is to prepare a **few thoughtful paragraphs** summarizing your responses to the assigned reading or the assigned questions. For summarized readings, rather than covering everything in the reading, we’re particularly interested in **what jumped out at you (insights, a-has, or questions) and/or how you might use what you’ve learned.** Class engagement improves and students overall gain more from the class when they have time to read and reflect on the materials.

**Individual Marketing Assignments:** For the Starbucks case, you are assigned to provide a *Situation and Opportunity Analyses* by using the course materials that are covered in the first two modules. For the Twitter case, you are in the role of a senior company manager who is assigned to provide a full *Situation Assessment and Action Plan Recommendation* to the Board of Directors by using the course materials covered in the five Marketing modules.

**Individual American Connector Alignment / BMC:** For both ACC and DJC, A) prepare a top-down view/sketch of the layout of the factory, B) complete the template of data for both ACC and DJC and C) complete a business model canvas (BMC) template for each company.

**Paired GSCM Simulation Reflection:** You are allowed to work with one other student and create a single submission for which each student will receive the same score. Your submission should be a written paper (about 750 - 1,000 words). See Canvas assignment for more details.

**Individual Sustainability & Risk in SCM Report:** Select a firm of interest and read their most recent citizenship / social responsibility report and communicate the primary **social-, environmental-, and supply chain-related** initiatives—as they relate to the firm’s operations and supply chain—underway in the company and the relevant performance outcomes of these initiatives (if they are available). See Canvas assignment for more details.

**Individual Service Activity Sequence:** Map the changes described at the Cleveland Clinic to improve the patient experience onto the Service Activity Sequence (SAS) model.

**Individual LEAD Assignment:** You are assigned to develop a full *Business Model Canvas, Situation Analysis, and Action Plan Recommendation* to the CEO by using all the course materials, with special attention to the interconnections between Marketing and Operations.

**Class Schedule**

**(Subject to change – updates on Canvas)**

<b>Week</b>	<b>Topic</b>	<b>To Read Before Class</b>	<b>Deliverables</b> (described below)
<b>Week 1: Creating Value Through the Business Model</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Marketing and Operations</li> <li>• What is a Business Model?</li> <li>• Business Model Canvas Building Blocks</li> </ul>	<i>Business Model Generation (BMG):</i> Pages 1-51 <i>Module 1 on Canvas</i>	Introductory Video Reflection and Comment
<b>Week 2: Marketing Opportunities and Innovation</b>	<ul style="list-style-type: none"> <li>• Situation Analysis</li> <li>• Opportunity Analysis</li> <li>• Business Model Patterns</li> </ul>	<i>BMG: Pages 52-119</i> <i>Overview of Marketing Strategy (Obermiller)</i> <i>Module 2 on Canvas</i>	Reflection and Comment
<b>Week 3: Buyer/Consumer Dynamics and Marketing Research</b>	<ul style="list-style-type: none"> <li>• Different Models of Consumer Decision-Making</li> <li>• The Decision-Making Process</li> <li>• Marketing Research and Design Techniques</li> </ul>	<i>BMG: Pages 124-195</i> <i>Consumer Behavior and The Buying Process (Gourville and Norton)</i> <i>Module 3 on Canvas</i>	Starbucks Assignment Reflection
<b>Week 4: Marketing Strategy (Segmentation, Targeting, and Positioning)</b>	<ul style="list-style-type: none"> <li>• Segmentation, Targeting, and Positioning</li> <li>• A Business Model Perspective on Strategy</li> </ul>	<i>BMG: Pages 196-239</i> <i>Market Segmentation, Target Market Selection, and Positioning (Sarvary and Elberse)</i> <i>Module 4 on Canvas</i>	Reflection and Comment
<b>Week 5: Marketing Mix and Marketing Today</b>	<ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Marketing Sustainability</li> <li>• Marketing Analytics</li> </ul>	<i>The Marketing Mix (Shapiro)</i> <i>Module 5 on Canvas</i>	Reflection and Comment

<b>Week</b>	<b>Topic</b>	<b>To Read Before Class</b>	<b>Deliverables</b> (described below)
<b>Week 6: Operations Strategy &amp; Process Choice</b>	<ul style="list-style-type: none"> <li>• Operations Objectives</li> <li>• Competitive Priorities</li> <li>• Order Winning Criteria</li> <li>• Process Types / Layout</li> </ul>	<i>BMG: Pages 232-239 Designing, Managing, and Improving Operations American Connector (A</i>	Twitter Assignment Individual Reflection
<b>Week 7: Improving Processes &amp; Lean Management</b>	<ul style="list-style-type: none"> <li>• Process Mapping &amp; Improvement</li> <li>• Lean Management</li> <li>• Quality Tools</li> <li>• Continuous Improvement</li> </ul>	<i>Process Fundamentals Managing Quality with Process Control Promise of Lean in Healthcare</i>	American Connector Individual Reflection
<b>Week 8: Supply Chain Management</b>	<ul style="list-style-type: none"> <li>• Supply Chain Management</li> <li>• Make vs. Buy</li> <li>• Supply Chain Strategy</li> </ul>	<i>Supply Chain Management Amazon Go</i>	Individual Reflection  GSCM Simulation Reflection
<b>Week 9: Sustainability, Value Creation and Supply Chain Risk</b>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Metrics: ESG / TBL</li> <li>• Supply Chain Risk</li> </ul>	<i>A More Sustainable Supply Chain What's Your Strategy for SC Disclosure?</i>	Individual Reflection  Sustainability & Risk in OPS and SCM Report
<b>Week 10: Service Operations &amp; Customer Experience</b>	<ul style="list-style-type: none"> <li>• Service Operations</li> <li>• Service Quality</li> <li>• Customer Experience</li> </ul>	<i>The Service Activity Sequence (SAS) in Healthcare Health Care's Service Fanatics Starbucks case</i>	Individual Reflection  SAS—Cleveland Clinic Mapping
<b>Finals Week</b>			LEAD Assignment Due

### **Academic Resources:**

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)  
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

### **Academic Policies are on the Registrar website:**

(<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy

### **Notice for students concerning disabilities:**

*Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long- COVID”), if a health care provider determines it is a chronic health problem.*

*If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. We are committed to working with you, so please consider meeting with us to discuss the logistics of implementing any accommodations approved by DS.*

### **Office of Institutional Equity:**

*Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.*

*Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oi@seattleu.edu](mailto:oi@seattleu.edu); phone: 206.296.2824).*

### **Notice on Religious Accommodations:**

*It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).*

### **Guidelines for Campus Closure (Unless Otherwise Notified):**

*Our online classes will continue as scheduled, and you are still expected to do the normal readings and preparation. Reflections, assignments, and other submissions are also expected as normal. In case of major changes in the environmental situation (e.g., weather, natural disaster, health), we will follow guidance from the university administration.*

### **Late Work:**

*Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the MBA program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due.*